DOCUMENT RESUME

ED 317 511 SP 032 116

TITLE Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.

INSTITUTION South Carolina State Dept. of Education, Columbia.

PUB DATE 89

NOTE 87p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Admission Criteria; *Educational Policy; Elementary Secondary Education; Graduate Study; Higher Education; *Program Evaluation; *Program Validation; *State Standards; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Undergraduate Study

IDENTIFIERS *South Carolina

ABSTRACT

This document provides an outline of specific standards for teacher education programs in South Carolina. Outcome indicators that measure the effectiveness of both the general and the specific components of the basic programs at the undergraduate and graduate levels are: (1) the proportion of students attaining the passing score on the professional knowledge examination; (2) the proportion of students attaining the passing score on the specialty area examinations; (3) the proportion of students who achieve the state standard on the performance assessment instrument during the provisional contract year; and (4) the proportion of students qualified for certification in South Carolina. For advanced programs, the indicator is the proportion of students attaining the passing score on the specialty area examinations. The on-site evaluation of an institution's teacher education program is based on 12 process indicators. These indicators are listed and a list is also provided of specific standards for basic programs in 23 teaching majors. Curriculum principles and patterns for advanced programs are set forth as well as standards for innovative and experimental programs. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED317511

POLICIES, PROCEDURES

AND STANDARDS

FOR THE APPROVAL OF

BASIC UNDERGRADUATE PROGRAMS

AND

PROCEDURES FOR THE APPLICATION OF

STANDARDS FOR THE APPROVAL OF

BASIC GRADUATE PROGRAMS

AND

ADVANCED PROGRAMS

FOR THE PREPARATION OF EDUCATIONAL PERSONNEL

IN SOUTH CAROLINA

1989

SP 032 116

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E. L. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

POLICIES, PROCEDURES

AND STANDARDS

FOR THE APPROVAL OF

BASIC UNDERGRADUATE PROGRAMS

AND

PROCEDURES FOR THE APPLICATION OF

STANDARDS FOR THE APPROVAL OF

BASIC GRADUATE PROGRAMS

AND

ADVANCED PROGRAMS

FOR THE PREPARATION OF EDUCATIONAL PERSONNEL

IN SOUTH CAROLINA

1989

Office of Teacher Education and Certification

South Carolina State Department of Education

Charlie G. Williams, State Superintendent

Table of Contents

POLICIES AND PROCEDURES 1
- The Standards 1
- The Self-Study 1
- The Evaluation Team 2
- The On-Site Visit 2
- The Institution's Response 2
- The Professional Review Committee 3
- Withdrawal of Program 4
- Approval by the State Board of Education 5
- Experimental or Innovative Programs 5
- Notification of Approval 6
- Institutional Appeal 6
- Submission of New Program or Program Changes 6
- Program of Study for Individuals with Baccalaureate Degree 6
- Annual List for Basic Programs at the Undergraduate and Graduate Levels 6
- Annual List for Advanced Programs 8
- Technical Assistance 8
- Publication of Approved Programs 8

OUTCOME INDICATORS 10
- Continuation of Program Approval 10

PROCESS INDICATORS 13
- A. PURPOSES AND OBJECTIVES 13
- B. ORGANIZATION 14
- C. STUDENT ADMISSION, RETENTION, EXIT, AND FOLLOW-UP POLICIES AND PROCEDURES 16
- D. STUDENT PERSONNEL SERVICES 21
- E. STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION 23
- F. FACULTY 24
- G. FACILITIES AND INSTRUCTIONAL MATERIALS 27
- H. SCHOOL-INSTITUTION RELATIONSHIPS 29
- I. CURRICULUM DEVELOPMENT, PLANNING, AND PATTERNS 31
- J. GENERAL EDUCATION 36
- K. PROFESSIONAL EDUCATION 38
- L. TEACHING MAJORS: GENERAL STANDARDS 44
  - 3.5.1 AGRICULTURE 48
  - 3.5.2 ART 49
  - 3.5.4 BUSINESS EDUCATION 49
  - 3.5.7 DISTRIBUTIVE EDUCATION 51
  - 3.5.10 EARLY CHILDHOOD/ELEMENTARY EDUCATION 52
  - 3.5.11 ENGLISH 54
  - 3.5.13 FOREIGN LANGUAGES 55
  - 3.5.14 HANDICAPPED STUDENTS 55
  - 3.5.15 HEALTH 59
  - 3.5.17 HOME ECONOMICS 61
  - 3.5.18 INDUSTRIAL ARTS 61
  - 3.5.20 LIBRARY MEDIA 62

3.5.21 MATHEMATICS 63
3.5.23 MUSIC 64
3.5.24 PHYSICAL EDUCATION 65
3.5.24a PSYCHOLOGY 66
3.5.26 SCIENCE 67
3.5.26.1 BIOLOGY 69
3.5.26.2 CHEMISTRY 69
3.5.26.4 GENERAL SCIENCE 70
3.5.26.6 PHYSICS 71
3.5.27 SOCIAL STUDIES 71
3.5.28a THEATER 72

CURRICULUM PRINCIPLES AND PATTERNS ADVANCED PROGRAMS 73
4.1 CURRICULUM DEVELOPMENT, PLANNING, AND PATTERNS FOR ADVANCED PROGRAMS 73
4.3 SPECIAL PROGRAMS FOR SUPERVISORY AND ADMINISTRATIVE SPECIALIZATIONS 74
4.3.1 SUPERVISORS 75
4.3.2 SCHOOL PRINCIPALS 75
4.3.3 SCHOOL SUPERINTENDENTS 76
4.4 SPECIFIC PROGRAMS FOR SERVICE SPECIALIZATIONS 76
4.4.1 SCHOOL COUNSELORS 76
4.4.2 SCHOOL PSYCHOLOGISTS 77
4.4.4 SPEECH-LANGUAGE PATHOLOGISTS 78
4.4.6.1 READING SPECIALISTS 79

INNOVATIVE AND EXPERIMENTAL PROGRAMS 80
5.1 TYPES OF PROGRAMS 80
5.1.2 New Positions 80
5.1.3 Special Needs 80
5.1.4 Specific Curricular Areas 81
5.2 Standards 81

POLICIES AND PROCEDURES

The Standards

Any program of study in professional education offered in South Carolina by any institution of higher education shall be approved by the State Board of Education if the program is to be used for the purpose of initial certification. An institution shall recommend for certification only those individuals who complete a state-approved teacher education program. For this purpose, the State Board of Education adopts the Standards for State Approval of Teacher Education published by the National Association of State Directors of Teacher Education and Certification (NASDTEC), suitably modified or extended by the Board.

In addition, an essential part of the state system of program approval shall consist of outcome indicators which measure the effectiveness of both the general and the specific components of the teacher education program through products.

For **Basic Programs at the Undergraduate and Graduate Levels**, these indicators shall be:

a. Proportion of students attaining the passing score on the professional knowledge examination (pedagogy)

b. Proportion of students attaining the passing score on the speciality area examinations (NTE or NTE-SSTP)

c. Proportion of students who achieve the state standard on the performance assessment instrument during the provisional contract year

d. Proportion of students qualified for certification in South Carolina.

For **Advanced Programs,** the indicator shall be **:**

Proportion of students attaining the passing score on the specialty area examinations (NTE or NTE-SSTP).

The approval status of the teacher education program shall be based on a comprehensive evaluation incorporating the NASDTEC process standards as defined by evidence indicators and the outcome indicators which measure products of the program. These regulations shall be implemented in accordance with a schedule to be adopted by the South Carolina State Board of Education.

The Self-Study

The Director of the Office of Teacher Education and Certification of the South Carolina State Department of Education shall notify each institution of program evaluation one year in advance, with a copy of the notification to the Executive Director of the Commission on Higher Education. Dates for the on-site visit by the evaluation team shall be established by the Office of Teacher Education and Certification. The Office of Teacher Education and Certification shall forward to the institution (1) a copy of the current documents governing the approval process, and (2) appropriate self-analysis forms. The institution shall complete the self-analysis of all certification programs for which approval is requested and forward twenty copies to the State

Supervisor of Teacher Education no later than thirty days prior to the on-site visitation. Only those programs included in the self-analysis shall be evaluated. Copies of the self-analysis and supportive materials shall be mailed by the institution to the individual members of the evaluation team no later than thirty days prior to the dates of the visit. Failure to meet this schedule may require the postponement of the on-site visit.

The Evaluation Team

Members of the evaluation team shall be appointed by the Office of Teacher Education and Certification and trained in the skills and policies of on-site evaluation. The number of persons serving on an evaluation team shall be based on the size and scope of the programs submitted and shall be determined by the Office of Teacher Education and Certification, and the chairman of the team shall be designated by the Director of the Office of Teacher Education and Certification. The institution shall have the right to request the substitution of appointed members and the chairman of the team for reasons submitted in writing to the Director of the Office of Teacher Education and Certification. The Office of Teacher Education and Certification shall assure that all members have received training within two years prior to service. Evaluation teams shall reflect a balanced composition of classroom teachers, administrators, and higher education personnel. The expenses of team members involved in the visitation shall be paid by the State Department of Education.

The On-Site Visit

On the selected dates, the evaluation team shall convene on the campus of the institution and remain for the period of time adequate to study the institution's program and facilities. The team's responsibilities shall include verification and, where necessary, clarification or elaboration of information, evidence, documentation, and data pertinent to the evaluation. It is the primary duty of the visiting team to undertake an objective analysis of the teacher education program and to develop and file a factual report supported by evidence of its findings. Decisions by the team shall be based upon established policies, procedures and standards specified in this document. The factual report of the team's findings shall be reviewed at a scheduled exit interview at the conclusion of the visit, presided over by the team chairman, assisted by a representative of the Office of Teacher Education and Certification, and presented to the chairman or dean of the teacher education program and selected administrative officials of the institution. Within thirty days after the visit, the Office of Teacher Education and Certification shall submit to the institution a detailed report of the team's evaluation.

The Institution's Response

The institution, within thirty days of receipt of the team report, shall submit twenty copies of a written response. This response may (a) agree with the report, (b) cite any portions of the report that are factually in error and include supporting documentation, (c) clarify any portions of the report on which there is disagreement or difference of interpretation or opinion, along with supporting documentation submitted as supplementary material, or (d) present minor changes made after the on-site visit for consideration.

The Professional Review Committee

The Office of Teacher Education and Certification shall submit copies of pertinent materials relative to the evaluation to the Professional Review Committee. The materials shall include the institutional self-study, the report of the evaluation team, and the institution's response with supporting documentation and published materials.

The Professional Review Committee shall consist of twelve members appointed by the State Board of Education upon the recommendation of the State Superintendent of Education for staggered terms of four years. Members shall elect by majority vote a chairman and vice-chairman annually. Among the appointed members of the Professional Review Committee, there shall be two members appointed from the State Department of Education (one of whom shall be the Director of Teacher Education and Certification), one district level school administrator, one building-level school administrator, two classroom teachers, three members from state-supported institutions of higher education, and three members from private institutions of higher education. The composition of the total committee shall include specialists in elementary education, secondary education, and educational administration at both the public school and the college level. Members of the Professional Review Committee shall have the training in program review procedures required for members of visiting teams. It is the primary duty of the Professional Review Committee, based upon the factual report of the visiting team and the response by the institution, to assure that all standards are met in practice or principle and that all identified deficiencies are specified and addressed in recommendations to the State Board of Education.

The Professional Review Committee shall consider all information pertinent to the institution's application and prepare recommendations for use by the State Board of Education. The Professional Review Committee shall review the factual report of the evaluation team on each program reviewed and shall further verify that adequate and appropriate practices were followed according to the adopted Policies and Procedures. The chairman of the evaluation team shall present to the Professional Review Committee a report on the comprehensive and specific findings of the on-site visit, including details of identified deficiencies, and shall be available to respond to questions during discussion or further deliberations. Each institution having programs to be reviewed by the Professional Review Committee shall be notified of the review date and shall be invited to attend. The designated representative of the institution shall present to the Professional Review Committee a report on the institution's response to the evaluation, including an account of any factual errors and an explanation of disagreements or further concerns with the evaluation.

The Professional Review Committee shall hear reports on the evaluation by (a) the chairman of the evaluation team, and (b) appropriate representatives of the institution undergoing evaluation. The committee may present questions during and after the reports for purposes of clarification, explanation, or further edification. Minor changes that can be evaluated without a return visit shall be considered by the Professional Review Committee. Published materials and supportive documents shall be available to the committee for purposes of reference. After due consideration of all documents, reports, and information made available during the course of the review, the Professional Review Committee shall make formal written recommendations to the State Board of Education, and a copy shall be mailed to the institution involved. Such recommendations shall be based upon the extent to which the teacher education program under evaluation has complied with established standards.

Recommendations by the Professional Review Committee to the State Board of Education shall be limited to four categories:

(a) **Approval**. This recommendation indicates that the program complies with all established standards and is eligible for approval for a period of seven years from July 1 following the action by the State Board of Education. The amount of time during which a program holds Approval With Advisement or Probational Approval shall be deducted from the seven-year period.

(b) **Approval With Advisement**. This recommendation indicates that minor deficiencies have been identified in one or more program components required by established standards which shall be remedied within a time limit not to exceed one year.

(c) **Probational Approval.** This recommendation indicates that major deficiencies have been identified in one or more program components required by established standards which shall be remedied within a time limit not to exceed one year from July 1 following the action by the State Board of Education, during which time the program shall be ineligible to admit new students for purposes of certification.

(d) **Disapproval**. This recommendation indicates that identified deficiencies are of sufficient importance and consequence as to impair the ability and competence of prospective teachers, and the effectiveness of the program is unacceptable for meeting established standards for professional education. Disapproval shall be recommended for a period of not less than one year from July 1 following the action by the Board, during which time course credits shall not be eligible for meeting certification requirements, and the program shall be ineligible to admit new students. Credit for courses in which students were enrolled prior to the date of Disapproval shall be eligible to meet certification requirements.

Recommendations by the Professional Review Committee to the State Board of Education shall include (1) recommended category of approval, (2) recommended time limitations involved in each case, and (3) recommended procedures for verifying compliance with standards by the institution.

The Director of the Office of Teacher Education and Certification shall submit recommendations of the Professional Review Committee to the State Board of Education through the State Superintendent of Education. Recommendations shall be based upon criteria established for the NASDTEC process standards with accompanying evidence indicators and the outcome indicators for annual program assessment.

Withdrawal of Program

Institutions with one or more programs recommended for the categories of (1) Approval With Advisement, (2) Probational Approval, or (3) Disapproval may request that the program or programs be withdrawn from consideration prior to submission to the State Board of Education. Any program withdrawn at the request of the institution shall be ineligible to offer subsequent course credits for purposes of certification effective June 30 of the year in which the request is made and shall be ineligible to submit a request for re-approval for one year from the date of expiration.

Approval by the State Board of Education

The State Board of Education shall restrict program approval to the following four categories and their respective conditions, which may apply to the entire teacher education program at an institution or to the individual certification programs in it:

(a) **Approval**. The program is approved for an established period of time not to exceed seven years from July 1 following the action by the State Board of Education during which approval is rendered, subject to annual assessment based upon criteria for continuation of approval.

(b) **Approval With Advisement.** The program is approved for a period of time not to exceed one year from July 1 of the academic year during which approval is rendered, subject to re-evaluation of identified deficiencies and to annual assessment based upon criteria for continuation of approval. Programs may receive a maximum of two such approvals during a seven-year period based upon on-site evaluation standards, product standards, and annual assessment criteria for continuation of approval.

(c) **Probational Approval.** The program is approved for a period of time not to exceed one year from July 1 following the Board action and is subject to re-evaluation of specified deficiencies by a visiting team appointed by the Office of Teacher Education and Certification. Programs shall be limited to one such approval during a seven-year period. Failure to remedy identified deficiencies within the specified period of approval or to meet annual assessment criteria for continuation of approval shall result in disapproval. During the time of probation, the program shall be ineligible to admit new students for purposes of certification.

(d) **Disapproval**. The program is disapproved for a period of not less than one year from July 1 following action by the Board, during which time course credits shall not be eligible for meeting certification requirements. Credit for courses in which students were enrolled prior to the date of disapproval shall be eligible to meet certification requirements. During the period of disapproval, the program shall be ineligible to admit new students for purposes of certification.

Experimental or Innovative Programs

Institutions seeking approval of innovative or experimental programs leading to certification shall file written notification with the Office of Teacher Education and Certification, indicating the specific area of certification or experimentation for which approval is sought and the period of time not to exceed three years from the date of Board action for which approval is sought.

Application for approval shall be based upon a self-study utilizing the following standards: (1) the currently approved evaluation standards in the specific program area of certification, to include a description and justification for those considered inapplicable to the experimental or innovative design of the program, and (2) the currently approved NASDTEC evaluation standards designed for experimental or innovative programs. An on-site evaluation team shall be appointed by the Office of Teacher Education and Certification to review the program and report its findings to the Professional Review Committee for recommendations to the State Board of Education. Innovative or experimental programs submitted for re-approval shall

follow the process for initial approval of an experimental or innovative program. The categories of Board approval for regular programs shall apply for re-approval of experimental or innovative programs.

Notification of Approval

Institutions seeking approval of their programs shall be notified by the State Superintendent of Education regarding the action taken by the State Board of Education. Complete files of all information pertaining to an institution's approval or denial of approval shall be maintained in the Office of Teacher Education and Certification.

Institutional Appeal

An institution shall have the right to file a notice of appeal within thirty days after a decision made by the State Board of Education.

Submission of New Program or Program Changes

Any institution with one or more approved programs may request approval of new programs or program changes which it has added during the preceding twelve-month period. It shall provide full information concerning the new program or program changes and arrange for any visitation designated by the State Board of Education. As appropriate, the request shall be accompanied by evidence that the new program or program changes have been approved by the Commission on Higher Education. New programs or program changes shall be evaluated with standards applicable to all teacher education programs. Program changes should be approved before altering a student's program of study.

Program of Study for Individuals with Baccalaureate Degree

In determining the course of study for an individual seeking initial certification who has an earned baccalaureate degree at the time of entry into an undergraduate approved program, an institution should review the baccalaureate transcript following the procedures for the application of standards for the approval of basic programs at the graduate level. Comparable courses may not be prescribed to meet the requirements of the approved program. Institutions wishing to prescribe graduate courses must submit for an approved program at the graduate level.

Annual List for Basic Programs at the Undergraduate and Graduate Levels

On June 30 of the fiscal year, institutions with approved Basic Programs at the Undergraduate and Graduate Levels in Teacher Education shall provide to the Office of Teacher Education and Certification an annual list of the following:

A. Students Admitted to the Teacher Education Program

1. Name
2. Social Security Number
3. Teaching Major - Certification Area
4. Date of Admission to Program
5. Education Entrance Examination Scores
6. Sex
7. Age
8. Race

B. Individuals Completing Student Teaching

1. Name
2. Social Security Number
3. Teaching Major - Certification Area
4. Date Completed Student Teaching
5. Age
6. Sex
7. Race
8. Average Score on South Carolina Performance Assessment Instrument
9. Professional Knowledge Examination Score
10. Specialty Area Examination Score

C. Individuals Completing the Approved Program

1. Name
2. Social Security Number
3. Teaching Major - Certification Area
4. Date Approved Program Completed
5. Meets South Carolina Approved Program Requirements for Initial Certification

Annual List for Advanced Programs

On June 30 of the fiscal year, institutions with approved Advanced Programs in Teacher Education shall provide to the Office of Teacher Education and Certification an annual list of the following:

A. Students Admitted to the Teacher Education Program

1. Name
2. Social Security Number
3. Teaching Major - Certification Area
4. Date of Admission to Program
5. Sex
6. Age
7. Race

B. Individuals Completing the Approved Program

1. Name
2. Social Security Number
3. Teaching Major - Certification Area
4. Specialty Area Examination Score
5. Date Approved Program Completed
6. Meets South Carolina Approved Program Requirements for Advanced Certification.

Technical Assistance

The Office of Teacher Education and Certification shall maintain contact with teacher education programs throughout the state through routine communication and on-campus visits. These contacts may be initiated by a campus officer or by personnel in the Office of Teacher Education and Certification.

Publication of Approved Programs

The Office of Teacher Education and Certification shall publish an annual list of all South Carolina institutions having teacher education programs approved by the State Board of Education under NASDTEC Standards. Information concerning each institution shall include

name, address, and the programs and their status which have the approval of the State Board of Education. Included shall be a description of each category of approval for teacher education programs in the state. The list shall be distributed to all South Carolina colleges, universities, and school superintendents and shall be available to any other appropriate institution or agency.

OUTCOME INDICATORS

Continuation of Program Approval

Continuation of program approval shall be contingent upon attainment of the established criteria for outcome indicators. An analysis of cumulative data shall be made every two years. Institutions with programs failing to meet one or more of the outcome indicators may be subject to an on-site review by a team appointed by the Office of Teacher Education and Certification. The review team shall identify deficiencies and make recommendations to the Professional Review Committee regarding continuation of approval for the program under review. Each institution shall receive annually a copy of the results of the calculation of the outcome indicators prior to general availability.

Basic Programs at the Undergraduate and Graduate Levels

An annual review of the data on the performance of students and graduates of Basic Programs at the Undergraduate and Graduate Levels shall be conducted by the Office of Teacher Education and Certification, and based upon the following outcome indicators:

1. **Professional Knowledge Examination**

   a. The State Board of Education shall select the professional knowledge examination and shall establish the passing score. The Board shall further establish the minimum percentages of those individuals in each teaching major who shall attain the passing score.

   b. Annual calculation of percent passing shall be based on the scores of individuals who completed student teaching at the institution during the preceding fiscal year.

   c. The calculation of percent passing shall be conducted by the Office of Teacher Education and Certification by November 1 of each year.

   d. Only one entry of scores per student shall be used in the calculation of percent passing.

   e. The score used for calculating percent passing shall be the highest score earned by the examinee prior to the end of the academic year during which student teaching occurred.

2. **Specialty Area Examinations**

   a. The State Board of Education shall establish the minimum percentages of those individuals in each teaching major who shall attain the passing score on the specialty area examination.

   b. Annual calculation of percent passing shall be based on the scores of individuals who completed student teaching during the preceding fiscal year.

   c. The calculation of percent passing shall be conducted by the Office of Teacher Education and Certification by November 1 of each year.

d. Only one entry of scores per student shall be used in the calculation of percent passing.

e. The score used for calculating percent passing shall be the highest score earned by the examinee prior to the end of the academic year during which student teaching occurred.

3. **Performance of Graduates During the Provisional Contract Year**

a. The State Board of Education shall establish the minimum percentage of those individuals who shall meet the standard established for the state performance assessment instrument for provisional contract teachers.

b. Annual calculation shall be based on the cumulative performance of individuals recommended by the institution for initial certification who attain the state standard during the first year of their provisional contract status.

c. The calculation of percent meeting the standard shall be conducted by the Office of Teacher Education and Certification by November 1 of each year based on data provided by each South Carolina public school district to the State Department of Education.

d. Only one entry per individual shall be used in the calculation of percent meeting the standard.

e. The entry used shall be the average score received on the state performance assessment instrument at the end of the initial year of employment in a South Carolina public school district within three years of recommendation from the institution for certification.

4. **Number Qualified for Certification**

a. The State Board of Education shall establish the minimum percentage of students completing the teacher education program who shall meet certification requirements in South Carolina.

b. Annual calculation of the percent qualified for certification shall be based on the accumulated number of students completing the program in the preceding fiscal year.

c. The calculation of percent qualified for certification shall be conducted by the Office of Teacher Education and Certification by November 1 each year.

d. An individual shall be counted only once in the final calculations.

Advanced Programs

An annual review of the data on the performance of students and graduates of Advanced Programs shall be conducted by the Office of Teacher Education and Certification, and based upon the following outcome indicator:

Specialty Area Examinations

a. The State Board of Education shall establish the minimum percentages of those individuals in each teaching major who shall attain the passing score on the specialty area examination.

b. Annual calculation of percent passing shall be based on the scores of individuals who completed an approved program during the preceding fiscal year.

c. The calculation of percent passing shall be conducted by the Office of Teacher Education and Certification by November 1 of each year.

d. Only one entry of scores per student shall be used in the calculation of percent passing.

e. The score used for calculating percent passing shall be the highest score earned by the examinee prior to the end of the academic year during which the program was completed.

PROCESS INDICATORS

The on-site evaluation of an institution's teacher education programs shall be based on the following process standards as defined by specific evidence indicators.

A. PURPOSES AND OBJECTIVES

Standard I: A statement of the institution's mission and goals is in printed materials used by the institution to describe its programs.

Evidence Indicators for All Programs (1-3)

1. The catalog of the institution includes a description and the purpose of the *teacher education program*.

2. The catalog description of the *teacher education program* includes each *certification program* offered.

3. The catalog or other published materials indicate the certification *grade span* of each *teacher education program* offered.

Standard II: Program goals and objectives stated for the preparation of educational personnel are consistent with the mission and goals of the institution.

Evidence Indicators for All Programs (1-2)

1. There is a written account of the objectives of the *teacher education program* in published documents.

2. The content and structure of the *teacher education program* reflect the objectives in Section A, Standard II, Evidence Indicator I.

Standard III: Program objectives reflect the judgment of faculty, students, graduates, citizens, school personnel, and professional organizations and are based upon current trends, research, and professional experience.

Evidence Indicators for All Programs (1-3)

1. The program routinely incorporates the judgment of faculty, students, graduates of the program, and public school practitioners.

2. The objectives of the *teacher education program* incorporate all *competencies* included in evaluation and instructional programs adopted by the South Carolina Board of Education as *essential teaching skills* and behaviors (e.g., student teacher and provisional contact performance assessment instrument, annual contract criteria, or similar programs).

3. Program objectives reflect current research and trends on teacher and school effectiveness.

B. ORGANIZATION

Standard I: The control of the institution resides in a governing board that accepts its legal responsibilities to see that the institution fulfills its announced mission and goals. The constitution and bylaws define the responsibilities of the board and administration. All policy decisions are recorded in writing.

Evidence Indicators for All Programs (1-3)

1. Control of the institution as a whole resides in an appropriate Board or similar body.

2. Terms of office are established to assure continuity of the Board.

3. The Board is aware of its responsibilities to the *teacher education program* through an annual report that includes the performance of the institution's graduates on the *product standards*.

Standard II: Under the direction of a president or an otherwise designated chief administrative office, provision is made for the performance of administrative functions affecting professional education programs.

A. Evidence, including an organizational chart of the institution, is available and shows that responsibility for the administration and quality control of programs for the preparation of educational personnel is vested in a single, specific, designated administrative unit.

B. Written policies are provided pertaining to salary schedules, rank, promotion, tenure, leaves, fringe benefits, professional development, and service in professional organizations.

C. Written information outlining policies, including the roles and responsibilities of the governing board, the administration, and the faculty is provided.

Evidence Indicators for All Programs (1-4)

1. An organizational chart of the administrative structure of the institution as a whole is available.

2. An organizational chart includes the specific administrative structure of the *teacher education program*.

3. Written policies on salary schedules, rank, tenure, group insurance, sick leave, sabbaticals, retirement, and faculty development are available and distributed to all faculty.

4. Written policies which demonstrate institutional expectations and *incentives for service* to public schools are available and distributed to teacher education faculty and other appropriate faculty.

Standard III: The institution operates with a published budget and undergoes regular audits by an outside agency. The budget provides evidence that financial resources for the accomplishment of the institution's mission and goals are available. Allocations for programs for the preparation of educational personnel are specified and, in relation to other programs, are equitable and adequate to carry out their mission, goals, and objectives.

Evidence Indicators for All Programs (1-6)

1. The institution's current financial base is appropriately budgeted to fully support the *teacher education program* objectives.

2. Financial reports reveal clearly the amounts expended for the *teacher education program*.

3. The number of faculty employed by the institution as a whole meets the instructional needs of the *teacher education program*.

4. The number of faculty employed in the *teacher education program* meets the instructional needs of the *teacher education program*.

5. Funding is provided for library holdings needed to support the *teacher education program*.

6. Financial outlay is provided for needed supplies, equipment, maintenance, student activities, capital outlay, and debt service connected to the *teacher education program*.

Standard IV: Institutions which offer programs for the preparation of educational personnel and activities through extended services such as summer sessions, evening and weekend programs, and off-campus extension or correspondence courses provide financial and personnel resources to ensure quality that is equal to that offered in the regular programs of the college.

Evidence Indicators for All Programs (1-3)

1. For any institution offering summer school sessions, interim sessions, night courses or weekend programs, extension courses off-campus, correspondence (mail) courses, or consultant service, each activity offered receives needed support and funding.

2. Provisions are made to assure the quality of outcomes of such offerings.

3. Information is available to indicate that these offerings complement and/or relate to the regular program.

C. STUDENT ADMISSION, RETENTION, EXIT, AND FOLLOW-UP POLICIES AND PROCEDURES

Standard I: The institution has well-defined and published policies and procedures for selective admission, retention, and graduation of students in basic and advanced programs. Students admitted to programs meet established academic and personal standards. For formal admission into a teacher education program in South Carolina, a student shall successfully complete the Basic Skills Examination that is required by South Carolina law. There is a systematic procedure for evaluating student performance throughout the program.

Evidence Indicators for All Programs (1-5)

1. An identifiable routine for formally admitting students to teacher education is established and followed.

2. Students are informed in writing of the admission process through bulletins, announcements, or other publications.

3. A permanent cumulative record is established for each student who applies for admission to the *teacher education program*.

4. Criteria for *formal admission* to the *teacher education program* are current, clear, and in published form.

5. Published criteria for *formal admission* to the *teacher education program* are disseminated to students.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (6-8)

6. There is evidence of performance evaluation during pre-*student teaching clinical experiences*.

7. Prior to the *student teaching* experience, individual students are advised of specific strengths and weaknesses as a prospective teacher.

8. The evaluation of students includes:

   a) South Carolina performance assessment instrument for student teachers

b) The National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program

c) *State examination of professional knowledge* (pedagogy).

Evidence Indicators for Basic Programs at the Undergraduate Level (9-11)

9. Admission criteria shall include:

a) Completion of at least sixty semester hours of course work which will meet the degree requirements of the institution but no later than one full *semester* prior to *student teaching*

b) A cumulative GPR of 2.5 on a 4.0 scale or evidence that a student has achieved a 2.0 GPR and achieved a score above the 50th percentile of examinees in South Carolina taking the SAT or ACT in the year of graduation from high school

c) A passing score on the Education Entrance Examination

d) *Professional recommendations* from general education and teacher education faculty

e) SAT or ACT scores as available.

10. Permanent cumulative records indicate that all students admitted to the *teacher education program* are in compliance with specific requirements in the above Evidence Indicator as well as other published institutional requirements.

11. Permanent cumulative records of individual applicants in teacher education include current information on the following:

a) Grade point ratio (for each *semester* and cumulative)

b) Official Education Entrance Examination (EEE) scores

c) Date of admission to the *teacher education program*

d) Advisor's name

e) Recommendations for admission to teacher education

f) Official grades and titles of courses taken each *semester*

g) Official SAT or ACT scores if available.

Evidence Indicators for Basic Programs at the Graduate Level (12-14)

12. Admission criteria shall include a passing score on the Education Entrance Examination and completion of all admission criteria no later than one full *semester* prior to *student teaching*.

13. Permanent cumulative records indicate that all students admitted to the *teacher education program* are in compliance with specific requirements in the above Evidence Indicator as well as other published institutional requirements.

14. Permanent cumulative records of individual applicants in teacher education include current information on the following:

    a) Grade point ratio (for each *semester* and cumulative)

    b) Official Education Entrance Examination (EEE) scores

    c) Date of admission to the *teacher education program*

    d) Advisor's name

    e) Recommendations for admission to teacher education

    f) Official grades and titles of courses taken each *semester*.

Evidence Indicators for Advanced Programs (15-16)

15. Permanent cumulative records of individual applicants in teacher education include current information on the following:

    a) Grade point ratio (for each *semester* and cumulative)

    b) Date of admission to the *teacher education program*

    c) Advisor's name

    d) Official grades and titles of courses taken each *semester*

16. The evaluation of students includes the National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program.

Standard II: The institution has a well-defined plan and procedures for the evaluation of its graduates which are used in upgrading programs and improving practices pertaining to admission, retention, and completion of programs for the preparation of educational personnel.

Evidence Indicators for All Programs (1-5)

1. The institution has a system for following up the performance and achievement of its graduates in teacher education.

2. Evidence is available on the performance of the institution's *teacher education majors* on standardized tests.

3. The *teacher education program* utilizes results of this follow-up information to assess and improve its own instructional program.

4. Written procedures exist which provide for the continuous review of the *teacher education program* to determine strengths, weaknesses, and needed revisions.

5. Minutes of meetings show continuous review of the *teacher education program* to determine strengths, weaknesses, and needed revisions.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (6-8)

6. Evidence is available on the performance of *teacher education majors* as teachers after they graduate.

7. Copies of group score reports of graduates of the *teacher education program* by *semester* are available and distributed to faculty in each *teaching major*:

   a) The National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program

   b) Examination of professional knowledge (pedagogy)

   c) Provisional contract performance assessment instrument.

8. *Faculty in professional education* and other academic units of the institution, students, graduates of the program, and public school practitioners are involved in the review of the *teacher education program*.

Evidence Indicator for Basic Programs at the Graduate Level and Advanced Programs (9)

9. Meetings are held annually among representatives of the *teacher education program* and representatives of South Carolina public school districts that have employed graduates of the program to identify program strengths and weaknesses demonstrated through on-the-job performance of graduates.

Evidence Indicator for Basic Programs at the Undergraduate Level (10-11)

10. Results of performance of graduates on the specialty area examinations and professional knowledge examination (pedagogy) are used to diagnose strengths and weaknesses of the *teacher education program* including the general education component and make *program changes*.

11. Meetings are held annually among representatives of the *teacher education program*, *general education faculty* and representatives of South Carolina public school districts that have employed graduates of the program to identify program strengths and weaknesses demonstrated through on-the-job performance of graduates.

Evidence Indicator for Basic Programs at the Graduate Level (12)

12. Results of performance of graduates on the specialty area examinations and professional knowledge examination (pedagogy) are used to diagnose strengths and weaknesses of the *teacher education program* and make *program changes*.

Evidence Indicators for Advanced Programs (13-16)

13. Evidence is available on the performance of *teacher education majors* as program graduates.

14. Copies of group score reports of graduates of the *teacher education program* by *semester* are available and distributed to faculty in each major on the National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program.

15. Results of performance of graduates on the specialty area examinations are used to diagnose strengths and weaknesses of the *teacher education program* and make *program changes*.

16. *Faculty in professional education* and other involved academic units of the institution, students, graduates of the program, and public school practitioners are involved in the review of the *teacher education program*.

Standard III: The institution provides evidence to the state certification agency that graduates have met the requirements of the approved program.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. Individual permanent cumulative records of students who have completed the *teacher education program* and have been recommended for certification are available and include the following:

   a) Conference sheet for South Carolina performance assessment instrument for student teachers

   b) Written *student teaching* evaluations by the *supervising teacher* and *institutional supervisor*

   c) Official scores on the National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program

   d) Official scores on the professional knowledge examination (pedagogy).

2. Records indicate that each student recommended by the institution for teacher certification in South Carolina has attained the minimum passing score on:

   a) South Carolina performance assessment instrument for student teachers

   b) National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program

   c) *State examination of professional knowledge* (pedagogy).

Evidence Indicators for Advanced Programs (3-4)

3. Individual permanent cumulative records of students who have completed the *teacher education program* and have been recommended for certification are available and include official scores on the National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program.

4. Records indicate that each student recommended by the institution for teacher certification in South Carolina has attained the minimum passing score on the National Teacher Examinations or the National Teacher Examinations State-Sponsored Testing Program.

D. STUDENT PERSONNEL SERVICES

Standard I: The student personnel program is described in college publications and is accessible to students.

Evidence Indicators for All Programs (1-2)

1. Written information is available in published form on the *student personnel services*.

2. Written information is distributed to students so that they are aware of the services available to them.

Standard II: The institution provides an advisory system for students in basic and advanced programs. Each student is assigned a faculty advisor who possesses a thorough understanding of the program to be followed.

Evidence Indicators for All Programs (1-3)

1. *Faculty advisors* of education students maintain current copies of *approved programs* of studies in the specialized areas of their student advisees.

2. Reference copies of current state laws, rules, and regulations pertaining to teacher certification are maintained and utilized in the student advisement program in teacher education.

3. The *faculty advisor* shall maintain in each education student's file a current checklist of those courses approved by the State Board of Education in the institution's *approved program* of teacher education for the applicable area of certification.

Standard III: Current supply and demand data for educational personnel are collected, maintained, and used in advisement of students.

Evidence Indicators for All Programs (1-2)

1. The *teacher education program* maintains current files or background information (e.g., vacancies, "marketability," job markets, and similar information for prospective teachers) on teacher supply and demand.

2. The information referred to in the above Evidence Indicator is utilized in student advisement.

Standard IV: Both academic and career counseling continue throughout the program and include an effective placement service to assist the students in finding jobs.

Evidence Indicators for All Programs (1-2)

1. The institution has a viable *student counseling program* that addresses the individual educational needs of teacher education students.

2. The institution maintains a placement service to assist graduates of the *teacher education program* in securing professional employment.

Standard V: A system of student personnel accounting is maintained, including permanent, cumulative records for each student enrolled. As a part of the student record, there is a transcript including a statement of course titles, grades, credits, or the equivalent such as waivers and substitutions. Cumulative files contain a record of all professional laboratory and practicum experiences.

Evidence Indicators for All Programs (1-4)

1. The *teacher education program* has an accessible system of student academic records.

2. The system is in a clearly understandable format and available.

3. Permanent cumulative records on each student are current.

4. Permanent cumulative records include all courses, practica, laboratories, and similar experiences.

Evidence Indicator for Basic Programs at the Graduate Level and Advanced Programs (5)

5. Student progress will be audited to assure completion of requisite courses, practica, applicable tests (e.g.,NTE), and other experiences needed for graduation and certification.

Evidence Indicator for Basic Programs at the Undergraduate Level (6)

6. During the senior year, student progress will be audited to assure completion of requisite courses, practica, applicable tests (e.g., EEE, NTE), and other experiences needed for graduation and certification.

Standard VI: The institution conducts periodic follow-up surveys of its graduates from programs for the preparation of educational personnel and uses the resulting data to improve student personnel services.

Evidence Indicators for All Programs (1-2)

1. There is a system of periodic follow-up at least biennially of graduates with regard to the effectiveness of the academic advisement provided to teacher education students.

2. Results of follow-up data are used in assessing the effectiveness of the *academic advisement program* in teacher education.

E. STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION

Standard I: The institution provides evidence of clearly established channels for students to participate in program development and evaluation. Evidence is also provided that student views are considered.

Evidence Indicators for All Programs (1-2)

1. The *teacher education program* has a written policy statement on student participation in *program development*.

2. *Formal channels* are described for students to express their views regarding the *teacher education program* and its functions.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (3-5)

3. Student organization(s) have been regularly involved in *program development*.

4. Records indicate that student organization(s) have participated in program evaluation.

5. Records indicate that joint student-faculty committee(s) have been active in these matters.

F. FACULTY

Standard I: The institution provides evidence that both professional education faculty, faculty in subject matter fields, and school district personnel who are involved in teacher preparation have preparation and experience for their respective roles and responsibilities in teacher education programs.

Evidence Indicators for All Programs (1-3)

1. Each program area leading to teacher certification will have at least one *full-time faculty* member holding a *terminal degree* in the generic area based upon the following criteria: (a) Secondary Education, (b) Early Childhood/Elementary Education, and (c) each K-12 area of certification. This indicator shall apply to faculty appointments made after the *effective date* of these regulations.

2. At least fifty percent of the total *faculty in professional education* will hold the *terminal degree*.

3. Professional education faculty hired after the *effective date* of these regulations will have at least two years experience working with elementary or secondary students.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (4-5)

4. Teachers who serve as *cooperating teachers* of student teachers

   a) Hold a valid professional certificate in their area of supervision

   b) Have successfully taught for at least two years at the grade level and/or subject area for which supervision is assigned

   c) Have completed an *institution's program for cooperating teachers*

d) Have completed the reliability training program for observers who use the South Carolina performance assessment instrument for student teachers

e) Have been recommended annually based on the aforementioned criteria by the superintendent or his designee for service as a *cooperating teacher*.

5. Collaborative activities occur between education faculty and the faculty in other disciplines with respect to current practices in South Carolina public schools.

Evidence Indicator for Advanced Programs (6)

6. When more than one discipline is represented, collaborative activities occur between education faculty and the faculty in other discipline(s) with respect to current practices in South Carolina public schools.

Standard II: The institution provides evidence of faculty participation in activities designed to promote continuous professional development, including curriculum improvement, advanced study, research, membership and involvement in professional and learned societies, and experiences with public schools.

Evidence Indicators for All Programs (1-3)

1. The institution encourages and financially supports teacher education faculty participation in research, writing, and travel for professional purposes related to their assigned duties in teacher education.

2. The institution encourages and financially supports teacher education faculty growth and development through advanced study, research, and professional activities related specifically to their assigned duties in teacher education.

3. The institution will have written policies that ensure *recent and continuous involvement* of professional education faculty in school settings which shall prepare them for their role(s) in the education program.

Standard III: The institution provides evidence that its policies of selection, retention, and promotion of personnel include the responsibilities that pertain to programs for the preparation of educational personnel. These policies shall give significant weight to laboratory, practicum, and/or clinical responsibilities.

Evidence Indicators for All Programs (1-2)

1. The institution has a written policy on selection and appointment of all faculty members, including those in the *teacher education program*.

2. Service to public schools and teaching competence, in addition to research and publication, will be recognized in the evaluation of faculty in the *teacher education program*.

Standard IV: The institution provides evidence that the same criteria for academic preparation, experience, and scholarly performance are used for appointing both full-time and part-time faculty.

Evidence Indicators for All Programs (1-3)

1. A written policy exists on the appointment of part-time or *adjunct faculty*.

2. Part-time or *adjunct faculty* in teacher education have qualifications of *regular faculty* with regard to academic background, experience, and performance.

3. A written policy exists specifying that a majority of the education courses in each certification area be taught by *full-time faculty*.

Standard V: The institution provides evidence that clinical and field assignments are included in determining faculty loads.

Evidence Indicators for All Programs (1-3)

1. Faculty loads in terms of assignments in the *teacher education program* are conducive to effective performance.

2. The assigned load takes into consideration all responsibilities in extension teaching, committee assignments, extra-curricular assignments, supervisory duties, and student observation and evaluation.

3. The assigned load takes into consideration such necessary duties as student advisement, research and writing, independent study, thesis advisement, and service to public schools.

Evidence Indicator for Basic Programs at the Undergraduate and Graduate Levels (4)

4. Supervision of student teachers will be calculated on the basis of no more than two (2) student teachers equivalent to one credit hour.

Standard VI: The institution provides evidence that faculty use effective instructional methods, educational technology, and measurement and evaluation procedures.

Evidence Indicators for All Programs (1-4)

1. Students in teacher education are exposed by the faculty to a wide variety of teaching methods, approaches, and styles.

2. Faculty in the *teacher education program* make routine use of educational media in their program.

3. Education faculty effectively integrate education media as instructional technique in the *teacher education program*.

4. Teacher education faculty make conscious use of various instructional techniques such as lectures, grouping by different criteria, laboratory, role-playing, team teaching, programmed instruction, media-oriented presentations, and peer tutoring.

G. FACILITIES AND INSTRUCTIONAL MATERIALS

Standard I: The physical plant meets the instructional, cultural, health, and safety needs of the students.

Evidence Indicators for All Programs (1-3)

1. The physical plant meets the needs and objectives of the *teacher education program*. (Refer to Section A, Standard II.)

2. The physical facilities accommodate the safety and health of the students and faculty in the *teacher education program*.

3. The physical plant meets the cultural, recreational, and social needs of teacher education students and faculty.

Standard II: Library/media centers are appropriately equipped, professionally administered and managed to provide instructional, research, and support services for both faculty and students. Administrative procedures and retrieval methods reflect current practice and use of mediated instructional systems and technology.

Evidence Indicators for All Programs (1-11)

1. The library constitutes the principal materials resource center for the faculty and students.

2. Course assignments in teacher education require students to utilize the library in activities such as readings, projects, reports, and similar assignments.

3. The library is appropriately organized and operated according to modern accepted practices.

4. The number of volumes in the library conforms to recommended levels by professional library associations or similar accrediting organizations.

5. Materials and facilities are readily accessible to meet student needs.

6. The library is administered by a professionally trained librarian.

7. Professional journals and current periodicals pertaining specifically to teacher education are available in number, quality, and content to reflect current professional trends.

8. The institution utilizes and maintains a support system of *educational media and technology* for its *teacher education program*.

9. Teacher education faculty are afforded a supply of such instructional support equipment as audio-visual machines, duplicating equipment, laboratories, and electronic and mechanical media by the institution.

10. Materials and equipment are available to the faculty and students in teacher education to support the instructional program.

11. Media are used regularly by faculty and students in teacher education and are adequately maintained.

Standard III: The institution provides space, equipment, supplies, and laboratories needed for each instructional program, such as industrial arts, music, art, physical education, and the sciences. Instruction in the production and use of materials and equipment is ongoing.

Evidence Indicators for All Programs (1-4)

1. The institution provides space, supplies, and equipment to meet the needs of each *teacher education program* offered.

2. Space and equipment are available for conducting simulated activities such as micro-teaching and role-playing.

3. Audio and video recorders and monitors and similar equipment are available and utilized by both faculty and students.

4. Materials, supplies, and equipment are utilized and maintained for continuing and effective use by students and faculty in support of the regular instructional program.

Evidence Indicator for Basic Programs at the Undergraduate and Graduate Levels (5)

5. Faculty and students in teacher education are instructed in the proper and effective use, maintenance, and preservation of available supplies and equipment utilized in the regular instructional program.

Standard IV: The curriculum laboratory and professional materials center contain collections that are current and appropriate to the school systems, the programs offered, and the age-grade levels of preparation.

Evidence Indicators for All Programs (1-10)

1. The *teacher education program* maintains a materials center or materials laboratory.

2. It is staffed and open to students on a regular basis to meet student needs.

3. Its resources and services are utilized by education faculty in their instruction and student assignments.

4. It is administered by a professionally-trained individual well-informed in its offerings and services.

5. It provides examination copies of predominantly used current state-adopted textbooks in each major area of the *teacher education program*.

6. It provides a variety of such teaching aids as maps, charts, displays, demonstration devices, pictures, filmstrips, recordings, etc.

7. It includes materials on evaluation and testing, courses of study, and teaching units.

8. It provides equipment and supplies for materials development and preparation.

9. It provides copies of all instructional materials developed by the state for the Basic Skills Assessment Program.

10. It includes copies of current curriculum guides from those school districts used for clinical assignments.

H. SCHOOL-INSTITUTION RELATIONSHIPS

Standard I: The institution makes arrangements with school systems which include mutually agreed upon provisions for compensation, supervision, and problem resolution.

Evidence Indicators for All Programs (1-2)

1. There is an *annual written agreement* between the institution and the public school district concerning collaborative activities.

2. The written agreement shall reflect the policies and procedures as described in Section H, Standard II, Evidence Indicator 1.

Standard II: Definitions, requirements, and regulations affecting working relationships between the schools and the institution are explicit, clear, well publicized and followed.

Evidence Indicators for All Programs (1-4)

1. A written document describes the working relationships between the *teacher education program* and the public schools. The written document or accompanying policy manuals shall detail policies and procedures for all *clinical experiences*.

2. The description is explicit, clear, comprehensive, and current and shall include such areas as:

   a) activities, services, and compensation

   b) policies regarding substitute teachers

   c) roles and responsibilities

   d) policies regarding absences of *cooperating teachers*

   e) provisions for solving problems and the coordination of ongoing activities

   f) means for revision to meet changing needs and conditions.

3. Specific qualifications for *cooperating teachers* and *institutional supervisors* are provided.

4. All institutional faculty involved in supervision, *cooperating teachers*, and appropriate administrators receive copies and participate in an *orientation session*.

Standard III: Both school and institution officials responsible for directing and coordinating the experience of prospective teachers enter into professional dialogue and seek to foster and improve professional education through understanding and through the resolution of differences.

Evidence Indicator for All Programs (1)

1. Channels of communication and those responsible for coordination of *clinical experiences* in the *teacher education program* and public schools are designated.

Standard IV: The institution has a person who serves as a liaison with the school system to coordinate laboratory, practicum, and clinical experiences.

Evidence Indicator for All Programs (1)

1. A district level coordinator(s) and an institution coordinator(s) are responsible for coordination and communication regarding the *clinical experience* program.

Standard V: Laboratory, practicum, and clinical experiences are done through cooperative programs in selected schools having well-planned curricula, appropriate teaching materials, and professionally educated staff members with successful teaching experience.

Evidence Indicator for All Programs (1)

1. Written criteria are available for the institution's selection of schools to be used in the *clinical experiences* for teacher education students.

Standard VI: There are provisions for planned, direct supervision of laboratory, practicum, and clinical experiences by adequate numbers of competent subject matter and professional education faculty. The institution provides special preparation for supervisors from both the school and the institution.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. Provisions are made for *full-time supervision* of student teachers by an individual who meets the criteria stated in Section F, Standard I, Evidence Indicator 4 regarding cooperating teachers.

2. Each student teacher is supervised by institutional faculty who have preparation in professional education and the *teaching major*. Such supervision may be undertaken by one person with appropriate training in both areas or by two persons.

3. The institution prepares public school and *institutional supervisors* of student teachers for their duties and responsibilities.

Evidence Indicator for Advanced Programs (4)

4. Provisions are made for supervision of all *clinical experiences*.

I. CURRICULUM DEVELOPMENT, PLANNING, AND PATTERNS

Standard I: The responsibilities for curriculum development, evaluation, and revision of the total teacher education program shall be coordinated through a single unit of the preparing institution. Each individual program of specialization shall be the responsibility of a designated unit or individual.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. Responsibility for decisions directly affecting the teacher education *curriculum* clearly resides in a single unit or individual who is identified in writing by position or role.

2. A written description of the procedures and personnel involved in development, revision, and evaluation of the teacher education *curriculum* specifies the process involved.

3. Responsibility for the *curriculum* in each major area offered in the *teacher education program* is designated to an identified single unit or individual at the institution.

Standard II: The process of curriculum development for the total teacher education program and various individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields related to the areas of public school specialization, and representatives of elementary and secondary schools, the state education agency, professional associations, professional committees and commissions, and teacher education students.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. The *curriculum* in the *teacher education program* is developed according to a formal, structured process that is described in writing or chart form.

2. That process is made available to all groups and individuals involved.

3. The process includes input from faculty, teacher education students, and public school personnel.

Standard III: The process of curriculum planning and development shall include the development of program objectives to assure an integrated system of preparation in which each component or subparts of the program functions in relation to other parts. A conceptual framework for the planning, development, and evaluation of components of the program shall be evident.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. Objectives have been developed specifically for the *teacher education program* and are based upon instructional goals.

2. The *curriculum* in teacher education matches the stated objectives of the program. (Refer to Section A, Standards II and III.)

3. The *curriculum* in teacher education reflects a systematic, sequential, and coordinated design, free of course isolation and fragmentation.

4. The *curriculum* in teacher education is evaluated for the purpose of improvement and needed revision.

Standard IV: The professional component of the teacher education program shall be based upon the institution's identified role expectations and desired outcomes for the preservice teacher and there shall be established a conceptual framework for achieving those expectations and outcomes.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. The *teacher education program* has identified in writing what it expects of its teacher education students as a result of their progress through the *curriculum*, based upon desired outcomes.

2. The teacher education *curriculum* provides its majors with the expected skills and knowledge needed to fulfill or meet the program objectives.

3. The program of studies for teacher education students leading to identified *competencies* is sequential and coordinated.

Standard V: The curriculum design of teacher education shall include practice and theory, and shall integrate theories of teaching and learning with the study of actual behavioral situations, both real and simulated.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-6)

1. The teacher education *curriculum* provides its students with a thorough exposure to and knowledge of current theory and trends of teaching and learning.

2. Experience, training, and practice in the application of theory and skills are provided.

3. Theory and practice are integrated for students.

4. Students are required to participate in actual behavioral situations that require integration of theory and practice.

5. The *curriculum* in teacher education provides both real and simulated situations applicable to specific program(s) of study.

6. The *curriculum* integrates research on effective teaching and effective schools.

Standard VI: The curriculum in teacher education shall include supervised clinical, laboratory, and practicum experiences which shall be sequential and incremental and shall occur in a variety of settings including the areas of specialization. The nature of these experiences shall be documented.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. *Clinical experiences* are documented as to purposes, objectives, expected outcomes, and evaluation.

2. The *clinical experiences* are sequential in nature as opposed to isolated or fragmented activities.

3. They are incremental and based on increasing levels of expectations in both content and skills.

4. The *clinical experiences* are correlated with the rest of the teacher education *curriculum* and reflect program objectives and desired outcomes.

Evidence Indicator for Basic Programs at the Undergraduate Level (5)

5. The teacher education *curriculum* includes formal, structured *clinical experiences* in a school setting covering a period of two *semesters* prior to the *student teaching* semester.

Evidence Indicator for Basic Programs at the Graduate Level (6)

6. The teacher education *curriculum* includes formal, structured *clinical experiences* in a school setting prior to the *student teaching* semester.

Standard VII: The institutions and the elementary and secondary schools shall collaboratively develop guidelines and share responsibility for the training, selection, and evaluation of cooperating teachers and the implementation and evaluation of the clinical, laboratory, and practicum experiences within the program.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. Written evidence exists of collaboration between the institution and public schools regarding the *practicum* and internship experiences. (Refer to Section H.)

2. *Cooperating teachers* are evaluated by the institution as to their competence and effectiveness in the *clinical experiences* program. This evaluation shall be completed at the end of each *semester*.

3. Institutional supervisors in the *clinical experiences* program are evaluated by the *cooperating teachers*. This evaluation shall be completed at the end of each *semester*.

4. *Cooperating teachers* participate in the evaluation of the effectiveness of the *clinical experiences* program. This evaluation shall be completed at the end of each *semester*.

Standard VIII: The teacher education curriculum required by the institution shall be described to faculty, students, and others involved in the program.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. The *curriculum* in teacher education is published in a format that is easily understood and accessible to students.

2. The *curriculum* is available and described to all appropriate faculty at the institution.

3. The *curriculum* requirements for completion of the *approved program* are described to the students.

4. The teacher education *curriculum* is available and described to appropriate personnel in the schools who are involved in the school-institution relationships. (Refer to Section H, Standard II, Evidence Indicator 4.)

Standard IX: The teacher education faculty shall model in their teaching those methods which they espouse.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. Teacher education students are exposed to various teaching methods in the courses and practica that they take in the *teacher education program*.

2. All faculty in the professional education program utilize methods in addition to the lecture in their own teaching.

Standard X: A process of evaluation of individual programs and of the total program shall be in evidence. The process shall include provisions for a systematic analysis of students currently enrolled and of graduates to determine whether the program is accomplishing its objectives.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-5)

1. Evaluation is made annually of the *teacher education program* as a whole and a written account of the results is available.

2. Each area of specialization (i.e., English, Math, Elementary, Science, etc.) in the *teacher education program* is reviewed and evaluated on a regular basis.

3. Criteria for the program evaluation process include assessment of student performance or achievement as a basis for identifying program strengths and weaknesses.

4. Criteria for assessing students for program effectiveness are compatible with program objectives. (Refer to Section A, Standards II and III.)

5. The program evaluation process includes assessment of graduates of the program.

Standard XI: A single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. Responsibility for verification of successful completion of the program by a student rests with a single administrative unit or individual at the institution.

2. That unit or individual is identified in a formal document that is disseminated to all personnel with a need to know.

J. GENERAL EDUCATION

Standard I: There shall be evidence of a process for coordinating the development of curriculum and its implementation and evaluation between those departments offering general education experiences and the teacher education faculty to assure that the goals of the general education standards for teacher education programs are achieved.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-2)

1. The institution's *general education curriculum* reflects the goals and objectives of the *teacher education program*. (Refer to Section A, Standards II and III.)

2. There is evidence of cooperation and close coordination of effort through an identified and described process between the *teacher education program* and other academic disciplines with regard to the development of the *general education curriculum*.

Standard II: The general education program shall require study to develop the process skills of analysis, synthesis, and evaluation essential to understanding intellectual ideas and principles and to develop an appreciation of the arts.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-4)

1. Required courses in the general education component provide students with a basic competence in the process skills of analysis, synthesis, and evaluation.

2. The process skills of analysis, synthesis, and evaluation are specifically stated, defined, described or accounted for in course syllabi, *curriculum* descriptions, program objectives, or similar written documents at the institution.

3. The *general education curriculum* for education majors requires those skills essential to the understanding of intellectual ideas and principles.

4. There is written evidence of the institution's commitment in its *general education curriculum* to provide its students with those understandings and intellectual concepts essential to develop an appreciation of *the arts*.

Standard III: The general education program shall require study to develop competence in written and oral communication skills.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-2)

1. Requirements in the general education component provide study in writing and speaking.

2. The applicable requirements identified above are designed to assure competence in communication skills as a specific objective or purpose of the program and are so described or stated in writing.

Standard IV: The general education program shall require study to develop an understanding of and the ability to use basic mathematical properties, processes, and symbols.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-2)

1. Requirements in the *general education curriculum* provide study of basic mathematical properties, processes, and symbols.

2. The requirements identified above are designed to assure understanding and ability to use basic mathematical properties, processes, and symbols as a specific purpose or objective of the program and are so stated or described in writing.

Standard V: The general education program shall require study of the historical and cultural values, customs and social institutions of both western and nonwestern cultures and both minority and majority cultures in our own society integrating this study where possible.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-4)

1. Requirements in the *general education curriculum* provide basic knowledge and understanding of history, diverse cultures, and related social sciences.

2. The requirements identified above are designed to assure basic intellectual competence in the social sciences as a specific purpose or objective of the program.

3. The requirements include studies of both western and nonwestern cultures that will provide background and knowledge for future teachers at the institution.

4. They include study of both minority and majority cultures in American society which will provide background and understanding for future teachers at the institution.

Standard VI: The general education program shall require study to develop an understanding of and the ability to use basic principles of life science and physical science.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-3)

1. Requirements in the *general education curriculum* provide study of the basic principles of biological science.

2. Requirements in the *general education curriculum* provide study of the basic principles of physical science.

3. Application of the above requirements is provided in a laboratory setting.

Standard VII: The general education program shall require the study and the application of modes of inquiry and the characteristics of the disciplines in the arts, humanities, natural sciences, and the social sciences.

Evidence Indicators for Basic Programs at the Undergraduate Level (1-3)

1. The *general education curriculum* requires study and application of *modes of inquiry* (e.g., oral interviews, bibliographic research, survey techniques, stimulus/response patterns, scientific observation, technological recording).

2. The above requirements are specifically described or accounted for in existing documents, such as course syllabi, course outlines, or catalog descriptions.

3. There is evidence that students are taught *modes of inquiry* applicable to the study and appreciation of the disciplines in arts, humanities, natural sciences, and social sciences.

K. PROFESSIONAL EDUCATION

Standard I: The program shall require experiences to develop knowledge, skills, and attitudes in the prospective teacher which will enhance pupil self-esteem and confidence and promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-5)

1. The *teacher education program* provides its students with study of the knowledge and skills needed to assist their own students in building self-esteem and confidence.

2. Specific *written requirements and products* exist in the professional education component which provide the above skills and knowledge (e.g., bulletin boards, displays, projects).

3. Students are given practical application during field experiences of these skills and abilities in addition to basic instruction in their theory and process.

4. The *teacher education program* provides its students with an awareness of differing economic, social, racial, ethnic, and religious groups and the implications for teaching students of diverse backgrounds.

5. Specific requirements and *products* may be identified which provide the above skills.

Standard II: The program shall require study of general principles of life-long human growth and development and the relationship of teaching and learning theories to physical, social, intellectual, and emotional development.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. The teacher education *curriculum* provides its students with basic knowledge and understanding of the principles of life-long human growth and development.

2. Specific requirements and *products* may be identified in the program whose purposes, content, or objectives are designed to provide the above.

3. Students are provided with a working knowledge of teaching/learning theories in professional education courses.

4. Specific courses or experiences provide students with the ability to apply teaching/learning theory to the physical, social, intellectual, and emotional development of their respective students.

Standard III: The program shall require study of research about teacher characteristics and behaviors as they affect the learner.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. The professional education *curriculum* includes the study of effective and efficient teacher characteristics or behaviors.

2. Specific requirements and *products* include study in the above.

3. Students are taught the effect of teacher behavior on their respective students.

Standard IV: The program shall require study of the communication processes and skills for use between the teacher and pupil and between the teacher and others.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. The *teacher education program* requires that students learn communication processes and skills that are most effective between the teacher and pupil and the teacher and parents, taking into account differing backgrounds, work schedules, and family structures.

2. The above are identified in course requirements and *products*.

3. The above skills are provided as skills in the professional education component rather than the *general education curriculum* (e.g., basic English or communication courses).

Standard V: The program shall require study of techniques for diagnosing the capabilities of the learner and for designing instructional programs for all pupils in the least restrictive environment.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-7)

1. The *teacher education program* provides study of techniques for diagnosing student abilities.

2. Students are required to design appropriate instructional programs for pupils, based on earlier diagnosis of ability.

3. Specific requirements provide teacher education students with a working knowledge of diagnostic/prescriptive principles and practices.

4. Instruction in *diagnostic/prescriptive teaching* techniques includes practical application and experience in real or simulated situations.

5. The instruction in *diagnostic/prescriptive teaching* requires the design of instructional programs for exceptional children in the least restrictive environment.

6. The program provides study of the principles of measurement and evaluation, including the purposes of testing, types of tests, validity, reliability, and interpretation of norm-referenced and criterion-referenced standardized test results.

7. The program provides students with the knowledge and skills needed for constructing and analyzing teacher-made tests.

Standard VI: The program shall require study of the application of methods and techniques in a clinical setting in the particular field of specialization.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. The program provides study in general methods and techniques applicable to the particular *field of specialization*.

2. Application of the above is provided in a clinical setting.

Standard VII: The program shall require study of methods of teaching reading in the prospective teacher's area(s) of specialization.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. The professional education component for all students requires study in the methods of teaching reading in the teacher's area of specialization.

2. The study of the skills of teaching reading includes *clinical experiences* in each student's content area.

Standard VIII: The program shall require study of skills and strategies to be used in classroom management of individual, small, and large groups under varying conditions.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. The professional education component includes instruction and training in both theory and models or techniques in classroom management.

2. The skills of classroom management are included as an integral part of the professional education component, either in a separately designed course or as separate but substantial components of more than one course.

3. The program in classroom management includes the ability and skills for effective management of individual, small, and large groups under varying conditions.

Evidence Indicator for Basic Programs at the Undergraduate Level (4)

4. Students are provided practical application of classroom management techniques, in either real or simulated situations during more than one *semester* prior to *student teaching*, in addition to basic instruction in theory and principle.

Evidence Indicator for Basic Programs at the Graduate Level (5)

5. Students are provided practical application of classroom management techniques, in either real or simulated situations prior to *student teaching*, in addition to basic instruction in theory and principle.

Standard IX: The program shall require prospective teachers to observe and analyze a variety of teaching models and to assess their own teaching effectiveness and professional growth needs.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. A structured program of observing and analyzing different *teaching models* is part of the professional *curriculum* for teacher education students.

2. The program of observation and analysis of teaching styles is stated or described in written documents.

3. The program includes experiences or instructional components designed to help students assess their own teaching effectiveness and professional growth needs.

Standard X: The program shall require study of the leaders, ideas, and movements underlying the development and organization of education in the United States.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. The professional education *curriculum* includes instruction in the history of education in the United States.

2. The program includes study of the leaders, ideas, and movements in the development and organization of education in the United States.

Standard XI: A student teaching experience shall provide for intensive and continuous involvement. The length of student teaching must not be fewer than sixty full school days within an academic semester, with semester as defined and utilized by the individual institution for other collegiate practices, unless, for sound educational purposes, specific permission is granted to a particular college by the State Board of Education to have a minimum of sixty full days within the senior year. It may continue until the objectives of the program have been achieved, depending on the performance of the student teacher.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-7)

1. The *student teaching* experience consists of at least sixty full days within an academic *semester* of placement in a public school setting to provide intensive and continuous involvement. In situations involving low-incidence areas of teacher certification, student teachers may be placed in non-public schools which are accredited by the Southern Association of Colleges and Schools.

2. During the sixty days, student teachers adhere to the daily schedule of the *supervising teacher* (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, inservice activities, rehearsals).

3. Assignments of student teachers do not include activities or duties assigned to the *supervising teachers* for which an additional stipend is received.

4. Any absences during *student teaching* will be made up to assure sixty full days.

5. Student teachers adhere to the academic calendar of the school district to which they are assigned. School district holidays are not considered in the sixty days requirement.

6. Specific permission in writing from the State Board of Education granting an exception is given if the *student teaching* experience extends to sixty days within the senior year rather than one *semester*.

7. Student teachers may not be paid employees in an instructional role during *student teaching*.

Standard XII: Each student teacher shall be evaluated at least three times by a representative of the college or university in which the practice teacher is enrolled. The student teacher shall be evaluated using the state-approved evaluation instrument designed to provide feedback and assistance to the student teacher regarding any identified deficiencies. All observers who evaluate the student teacher shall receive reliability training under the state-approved training program.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-8)

1. At least six classroom observations including follow-up conferences in addition to the state performance assessment shall be conducted by an *institutional supervisor*.

2. Each student teacher is observed by three different observers who have current endorsement to use the South Carolina performance assessment instrument for student teachers.

3. The responsibility for identification of the three endorsed observers for each student teacher is that of the institution, not the student teacher's.

4. Notification in writing is provided to each student teacher by the institution regarding the appointment of the observers.

5. The evaluation instrument used by the three observers is the South Carolina performance assessment instrument for student teachers.

6. Observation sheets with written evidence are available to reflect these three evaluations for each student teacher.

7. Student teachers are apprised in writing of their performance on the state instrument, including a written account of strengths and weaknesses.

8. Student teachers who do not attain the minimum standard as established for provisional contract teachers on the *state performance assessment instrument* are given a written plan for remediation of identified deficiencies.

Standard XIII: The program shall require study of skills and strategies to be used in classroom management of computer-assisted instruction.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. The program shall include instruction in the basic operations of a computer.

2. The program shall include instruction in the selection, evaluation, and use of educational software for the student's area of specialization.

3. The program shall provide students with the knowledge and skills needed for *computer-assisted instruction*.

4. Students are provided practical application of the instructional use of computers.

Standard XIV: The program shall require that the specialty area examination and the professional knowledge examination be taken by all students no later than the academic year during which the student is enrolled in student teaching.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. Scores are available on the professional knowledge examination for students having completed *student teaching* at the institution.

2. Scores are available on the specialty area examination for students having completed *student teaching* at the institution.

3. The format of the scores provides an annual account by name, number, date, and discipline as appropriate for students having completed the professional knowledge examination and the specialty area examination at the institution.

4. A *correlation* of dates, names, and scores indicates that the examinations were taken no later than the *academic year* during which the student is enrolled in *student teaching*.

L. TEACHING MAJORS: GENERAL STANDARDS

Standard I: The institution shall be responsible for assuring the establishment of a procedure for communicating information among faculty, departments, and students, and for coordinating the various components of the teaching major or specialization requirements for prospective teachers. The institution shall define the role and responsibilities of appropriate personnel for all aspects of the program including advisement, planning, and supervision of the program of study for the student.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. There is a written description of communication procedures among faculty of all departments or units within the institution that offers a *teacher education major* or specialization.

2. Written documentation indicates that faculty involved in teacher education in each department meet to discuss the *teacher education program*.

3. Interviews with faculty and students in each *teaching major* offered indicate an understanding of the *teacher education program* requirements.

Standard II: The teaching major or field of specialization shall be based upon statements of program objectives and competency expectations for classroom teaching as related to the public school curriculum. These statements shall reflect an analysis of current theory, research, practices and recommendations of the professional organizations representing the specialization field found in the public school curriculum.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-3)

1. Objectives exist in writing for each *teaching major* or specialization offered in the *teacher education program*.

2. The objectives for each *teaching major* are related to the public school curriculum as reflected in curriculum guides of public school districts used for *clinical experiences*.

3. The objectives for each *teaching major* include specific *competencies* expected of the graduates in terms of classroom performance as reflected in the *South Carolina evaluation instrument* used for student teachers and provisional contract teachers.

Standard III: The teaching major or field of specialization shall require study and experiences designed to develop an understanding of the sequential nature of the knowledge and skills as well as competency in the methodology needed to teach the subject matter.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-5)

1. Each *teaching major* requires sufficient course work to assure understanding and knowledge of the content in the *field of specialization*.

2. It requires both knowledge and applicable skills in the subject or discipline.

3. Each *teaching major* requires study of methodology needed to teach the subject matter.

4. Each *teaching major* requires *clinical experiences* in the *teaching major*.

5. Course work and *clinical experiences* in each *teaching major* provide the student with sequential and incremental development.

Standard IV: The teaching major or field of specialization shall include provision for a systematic program of evaluation to assure that the student has attained a minimum level of knowledge of content and teaching competence.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-4)

1. Each student's progress through the program in each *teaching major* is systematically monitored.

2. The monitoring system includes both the content area and methodology.

3. A minimum level of performance is established, stated in writing, and implemented for both content and methodology in *teaching majors* or *field of specialization*.

4. Performance levels are communicated to the faculty and the students in each *teaching major* or *field of specialization*.

Standard V: The teaching major or field of specialization shall be supported by faculty, facilities, plant and equipment, library and media resources.

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-5)

1. Each *teaching major* or area of specialization is supported by sufficient *full-time faculty*.

2. Facilities provided by the institution support the major area or *field of specialization*.

3. The institution provides necessary equipment for an adequate program for each subject major or *field of specialization* offered.

4. The library's holdings, services, and offerings support each *teaching major* or *field of specialization* offered.

5. Media resources needed to support each *teaching major* or area of specialization are provided.

Standard VI: The faculty responsible for teaching methodology shall give evidence of current knowledge of the teaching specialization, of teaching experience and participation in elementary and/or secondary school (e.g., supervision of teaching, inservice activity, or curriculum development).

Evidence Indicators for Basic Programs at the Undergraduate and Graduate Levels (1-2)

1. All individuals who teach methodology have completed the following:

   a) At least two years of employment in a public school setting for those appointed after the *effective date* of these regulations

   b) Advanced study as preparation for the area of methodology

   c) Endorsed as an observer to use the South Carolina performance evaluation instrument for student teachers and provisional contract teachers.

2. All individuals who serve as institutional supervisors of students during clinical experiences have completed:

   a) Advanced study as preparation for supervision

   b) Active participation or experience in the public schools germane to the area of supervision

   c) The reliability training program for observers who use the South Carolina performance evaluation instrument for student teachers and provisional contract teachers.

3.5.1 AGRICULTURE. The following standards pertain to programs for preparing teachers of agriculture. (Revised 6/19/86)

Standard I: The program shall require demonstrated competence in production agriculture.

Standard II: The program shall require demonstrated competence in understanding the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems.

Standard III: The program shall require demonstrated competence in understanding the essentials of production agriculture and their relationship to the agribusiness industry.

Standard IV: The program shall require demonstrated competence and experience in plant and soil science and technology.

Standard V: The program shall require demonstrated competence and experience in animal science and technology.

Standard VI: The program shall require demonstrated competence and/or experience in agribusiness management and technology.

Standard VII: The program shall require demonstrated competence and experience in agricultural mechanics science and technology.

Standard VIII: The program shall require demonstrated competence in understanding one or more of the following specialized occupational areas: (1) agriculture production and marketing, (2) agribusiness management, (3) agricultural equipment and supplies, (4) agricultural products, (5) ornamental horticulture, (6) agricultural resources, (7) natural resource management, (8) environmental development, (9) forestry.

Standard IX The program shall require demonstrated competence and experience designed to develop skills necessary for establishing agricultural youth organizations as a means of teaching leadership skills and group cooperative efforts.

Standard X: The program shall require demonstrated competence and experiences designed to develop the ability to use appropriate occupational skills while working with students and adults in Supervised Occupational Experience Programs relative to agriculture instructional areas.

3.5.2 ART. The following standards pertain to programs for preparing teachers of art. (Adopted 7/1/89)

Standard I: The program shall require demonstrated competence in the knowledge, understanding, and appreciation of art in contemporary and past cultures.

Standard II: The program shall require demonstrated competence in the ability to describe, analyze, interpret, and evaluate works of art.

Standard III: The program shall require demonstrated competence in the knowledge of aesthetics, the philosophical aspects of art, and the contributions of art to the individual and to society.

Standard IV: The program shall require demonstrated competence in creating original art from a variety of media, including ceramics, drawing, painting, print-making, sculpture, and two and three-dimensional design.

Standard V: The program shall require demonstrated competence in the knowledge of the influence and use of technology in the visual arts.

Standard VI: The program shall require demonstrated competence in the knowledge of safe practices of studio work.

3.5.4 BUSINESS EDUCATION. The following standards pertain to programs for preparing teachers of business education.

Standard I: The program shall require study of the economic system, business organization, philosophy and objectives of vocational education and occupational technology in the United States.

Standard II: The program shall require study and experiences designed to develop the following:

A. planning, organizing, and administering a program including work experiences

B. developing and understanding concepts of automated data processing

C. planning for laboratory facilities and equipment

D. developing a knowledge of job requirements and opportunities in business and allied fields

E. developing ability to operate and maintain the more common types of office equipment

F. planning, organizing, and advising a student organization in business.

Standard III: The program shall require study and experiences in developing and interpreting surveys to provide opportunity for the development of skills in counseling with regard to current job-related information.

Standard IV: The program shall require work experience in one or more businesses and other occupations.

Standard V: The program shall require study and experiences designed to develop competencies in teaching handicapped persons.

Standard VI: The program shall require study of career opportunities in business and office occupations.

Standard VII: The program shall require study in various occupational clusters including accounting/bookkeeping and data processing occupations with preparation in accounting/bookkeeping and data processing; clerical office occupations with training in accounting and office procedures and the development of typewriting skills; and secretarial and related occupations with development of secretarial and communication skills and preparation in accounting skills. The program shall include opportunities to develop specialized competencies in one or more of the following specialized areas with extensive preparation in at least one of these areas:

A. Business Education - Accounting/Bookkeeping - Data Processing Occupations

(1) The program shall require study of the theories and skills of accounting/bookkeeping.

(2) The program shall require study of the techniques involved in recording, analyzing, classifying, and interpreting data.

(3) The program shall require study designed to develop the ability to analyze complicated business problems, program them, and interpret the results.

(4) The program shall require study and experiences in systems and analysis.

(5) The program shall require study of the basic concepts of computer logic, programming, and storage.

(6) The program shall require study of accounting/bookkeeping and data processing and the relationships of various procedures to job opportunities in the business world.

B. Business Education - Clerical Office Occupations

(1) The program shall require study designed to develop proficiency in typewriting and related office skills.

(2) The program shall require study of office procedures and relationships of various procedures to job opportunities in the business world.

(3) The program shall require study of accounting theories and skills.

(4) The program shall require study of the techniques involved in recording, analyzing, classifying, and interpreting data.

C. Business Education - Secretarial Occupations

(1) The program shall require study designed to develop proficiency in basic secretarial and related office skills.

(2) The program shall require study of secretarial procedures and relationships of various procedures to job opportunities in the business world.

(3) The program shall require study of accounting theories and skills.

3.5.7 DISTRIBUTIVE EDUCATION. The following standards pertain to programs for preparing teachers of distributive education.

NOTE: These standards for Distributive Education become obsolete 6/30/90.

Standard I: The program shall require study and experiences in purchasing, marketing, merchandising, and management.

Standard II: The program shall require experiences designed to develop the ability:

A. to plan, develop, and administer a comprehensive program of distributive education, both high school and adult

B. to organize and utilize a wide variety of methods and techniques for teaching youth and adults

C. to conduct learning experiences for students with a broad array of abilities and career objectives; and to recognize and respond to individual difference in students.

Standard III: The program shall require work experience in a variety of occupational areas.

Standard IV: The program shall require experiences designed to develop a knowledge of and involvement in distributive education organizations.

3.5.20a MARKETING EDUCATION. (Replaces 3.5.7 Distributive Education). The following standards pertain to programs for preparing teachers of marketing education.

NOTE: These standards for Distributive Education become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of merchandising theory and practice.

Standard II: The program shall require demonstrated competence in the knowledge of economic theories and systems.

Standard III: The program shall require demonstrated competence in the knowledge of planning, developing, and administering a marketing education program.

Standard IV: The program shall require demonstrated competence in the knowledge of job requirements and career opportunities in management and marketing related fields.

Standard V: The program shall require demonstrated competence in the knowledge of placing secondary school students in community based settings.

Standard VI: The program shall require work experience in a marketing area.

Standard VII: The program shall require demonstrated competence in the knowledge of and experience in the operation of student organizations.

3.5.10 EARLY CHILDHOOD/ELEMENTARY EDUCATION. The following standards pertain to programs preparing teachers both for early childhood and elementary school settings. These standards address the commonalities of content and skills which are important for teachers in both early childhood and elementary education. (Adopted 6-23-82)

These standards are to be used according to the specific age and/or grade levels for which the program of preparation has been designed. Therefore, the standards have been developed to reflect preparation for working with children ages 0-1, 2-3, and organizational settings of N-K, grades 1-3, 4-6, and 4-8. If a program is designed to prepare teachers for one or more of these ages and/or grade levels, the standards must be applied according to the appropriate developmental stage of the children to be taught.

Traditional majors in a single academic discipline are frequently too narrow to serve as a basis for the specialized preparation of early childhood and elementary teachers. Rather, these preparatory programs should relate to the nature and amount of subject matter and the institution's general education requirements to the age or grade level for which the early childhood and elementary students are being prepared. Provision should be made to diagnose the prospective teacher's background in the content areas so that study will serve as a basis to strengthen the preparation needed.

Standard I: The program shall require the study of child development from birth to adolescence with emphasis upon the implications of the learning process for these ages.

Standard II: The program shall require the study of psychological and sociological concepts and generalizations dealing with the development of self-concept and group responsibility and relationships.

Standard III: The program shall require study and experiences designed to develop skills in observing, recording, and assessing children's behavior in order to plan an appropriate instructional program and learning environment.

Standard IV: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development.

Standard V: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach mathematics.

Standard VI: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach biological and physical sciences and health.

Standard VII: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach the social studies areas.

Standard VIII: The program shall require study and experiences in the disciplines which provide content knowledge needed to teach fine arts.

Standard IX: The program shall require experiences in organizing, planning, and implementing physical education activities and safety practices.

Standard X: The program shall require study and experiences designed to develop competence in enabling children to express themselves creatively in a variety of ways, including through the Arts.

Standard XI: The program shall require study and experiences designed to develop competencies which enhance the critical thinking ability of the learner in any content area.

Standard XII: The program shall require study designed to develop competence in facilitating independent learning and decision-making skills in young children and early adolescents.

Standard XIII: The program shall require study and experiences designed to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.

Standard XIV: The program shall require study and experiences designed to develop skills in the use of state and local resources and appropriate referral strategies.

Standard XV: The program shall require experiences designed to develop the skills and ability to work with parents and other adults in the home, school, and community.

Standard XVI: The program shall require study in undertaking the organization and administration of the pre-kindergarten program. (This standard is applicable to programs preparing teachers in pre-kindergarten settings.)

3.5.11 ENGLISH. The following standards pertain to programs for preparing teachers of English. (Adopted 2/17/81)

Standard I: The program shall require study of language, including the following:

A. structure and history of the English language; its phonology, morphology, syntax, and semantics, including traditional and modern grammars

B. various personal, social, and communicative purposes of language, including attention to such factors as social and regional language variation, language for control and management of others such as the rhetoric of politics, advertising

C. basic differences and similarities in the structural and semantic attributes of written and oral discourse, attendant classical and contemporary rhetorical theories regarding both modes of discourse

D. processes whereby individuals acquire, understand, and use language

E. various social and cultural backgrounds and purposes of language use.

Standard II: The program shall require study of composition, including the following:

A. types and elements of creative and expository writing

B. organizational patterns of expository writing such as comparison and contrast, cause and effect, example, classification, definition, and process

C. rhetorical elements such as unity, coherence, and emphasis; and editorial elements such as usage, punctuation, and spelling

D. research writing, including the use of library research materials.

Standard III: The program shall require study of literature, including the following:

A. a representative body of English, American, and world literature; including adolescent literature, contemporary literature, non-western literature, and the literature of minority groups of the United States

B. literary genres

C. representative works of one or more major writers, including Shakespeare

D. approaches to literary analysis and criticism.

3.5.13 FOREIGN LANGUAGES. The following standards pertain to programs for preparing teachers of foreign languages. (Adopted 7/1/89)

Standard I: The program shall require demonstrated competence in the knowledge and understanding of the language, as spoken by a proficient speaker, at normal conversational tempo on non-technical general topics.

Standard II: The program shall require demonstrated competence in the knowledge of and experiences in speaking the language with sufficient command of vocabulary, phonology and syntax to converse with a proficient speaker on non-technical, general topics.

Standard III: The program shall require demonstrated competence in the knowledge of and experiences in reading and comprehending general non-technical materials.

Standard IV: The program shall require demonstrated competence in the knowledge of and experiences in writing the language with grammatical accuracy and clarity.

Standard V: The program shall require demonstrated competence in the knowledge of phonology, morphology, and syntax.

Standard VI: The program shall require demonstrated competence in the knowledge of geography, history, social structure, and artistic contributions of the target society.

Standard VII: The program shall require demonstrated competence in the knowledge, understanding, and interpretation of the contemporary life-styles, customs, and cultural patterns of the target society.

Standard VIII: The program shall require demonstrated competence in the knowledge of major literary masterpieces and the relationship to the historical and social contest of the target society.

3.5.14 HANDICAPPED STUDENTS. The following standards pertain to programs for preparing teachers of handicapped students at any age/grade level--early intervention through grade 12. General standards applicable to all areas of special education are designed to prepare an individual to provide a range of educational services for mildly and moderately handicapped students enrolled in the schools. The general standards refer to those mildly to moderately handicapped individuals who have emotional, intellectual, learning, and/or physical problems. The specialized standards pertain to programs for preparing teachers of handicapped students which require additional competencies for severely handicapped, deaf and hearing impaired, and blind and visually impaired students. The general standards are to be applied with each specialized area since they represent a common set of expectations across all areas for the preparation of handicapped students. (Adopted 6/20/85)

GENERAL STANDARDS

Standard I: The program shall require demonstrated competence in describing the characteristics of exceptionality and its effect on how students learn.

Standard II: The program shall require demonstrated competence in an understanding of national, state, and local laws, policies and procedures affecting the handicapped.

Standard III: The program shall require demonstrated competence in the development, selection, administration, and interpretation of formal and informal assessment techniques and instruments to assess a student's educational development (academic, cognitive, communicative, emotional, physical, prevocational/vocational, and social) focusing on the student's current educational development.

Standard IV: The program shall require demonstrated competence in communicating with parents, students, and professional personnel relative to the assessment of a student's academic, social, cognitive, physical, and communicative functioning and the subsequent planning, development, and implementation of the student's program.

Standard V: The program shall require demonstrated competence in identifying, selecting, and using resource agencies (internal and external resources including the community) for improving and strengthening the educational program for handicapped students.

Standard VI: The program shall require demonstrated competence in development, implementation, and evaluation of a variety of logically ordered instructional approaches to learning for handicapped students that address their academic, social, cognitive, prevocational/vocational, and physical needs, including the organization and maintenance of student records.

Standard VII: The program shall require demonstrated competence in identifying, selecting, adapting, and using commercial and teacher-made media and materials for improving and strengthening programs for handicapped students.

Standard VIII: The program shall require demonstrated competence making appropriate adaptations in the environment, equipment, and/or devices needed to organize a variety of individual and small group learning activities.

Standard IX: The program shall require demonstrated competence in individual and group management techniques using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories.

Standard X: The program shall require demonstrated competence in planning, implementing, and evaluating individualized educational programs for handicapped students.

SPECIALIZED STANDARDS

The specialized standards pertain to programs for preparing teachers of severely handicapped, hearing impaired and visually impaired, where specialized knowledge and skills are required in addition to the general standards.

A. Severely Handicapped (Severely emotionally handicapped, severely intellectually handicapped, severely multiply handicapped, including autistic)

Standard I: The program shall require demonstrated competence in identifying specific handicapping conditions and developing appropriate intervention programs.

Standard II: The program shall require demonstrated competence in the comprehensive assessment of students using appropriate observational/assessment techniques and instruments which correspond to rules and regulations pertaining to specific handicapping conditions.

Standard III: The program shall require demonstrated competence in converting assessment information into functional long-term goals and short-term objectives (individual education plan--IEP) designed to meet the needs of the specific handicapping condition including recommendations relating to placement in the appropriate, least restrictive environment.

Standard IV: The program shall require demonstrated competence in implementing the IEP using appropriate curriculum, instructional techniques/methods, selecting and applying appropriate ongoing measurement techniques, media/materials, and supportive personnel.

Standard V: The program shall require demonstrated competence in monitoring and analyzing the effectiveness of the IEP in meeting long-term goals and short-term objectives and in making appropriate program modifications as indicated.

Standard VI: The program shall require demonstrated competence in planning and providing, in addition to those experiences required in the IEP, a total continuum of curriculum experiences.

Standard VII: The program shall require demonstrated competence in planning and providing career/vocational education and life skills.

Standard VIII: The program shall require demonstrated competence in the understanding of and developing competence in using appropriate individual and group classroom management skills.

Standard IX: The program shall require demonstrated competence in assessing the environment and interacting effectively with students, parents, regular teachers, administrators, and other support personnel and resources.

Standard X: The program shall require demonstrated competence in understanding and applying principles of learning and of human growth and development for working with the severely handicapped.

Standard XI: The program shall require demonstrated competence in applying knowledge of current federal and state laws, rules, and regulations governing programs for the severely handicapped.

Standard XII: The program shall require an intensive practicum experience with the severely handicapped.

Standard XIII: The program shall require demonstrated competence in developing and providing learning environments for students who are medically defined as handicapped who have other health problems.

Standard XIV: The program shall require demonstrated competence in understanding the range of residential, vocational, and leisure services available for this population.

Standard XV: The program shall require demonstrated competence in the use of adaptive equipment and/or modifying equipment and materials for use with the severely handicapped.

B. Hearing Impaired

Standard I: The program shall require demonstrated competence in understanding educational foundations in the education of the hearing impaired.

Standard II: The program shall require demonstrated competence in understanding developmental characteristics unique to the hearing impaired.

Standard III: The program shall require demonstrated competence in understanding language and communication, to develop competence to use appropriate instructional procedures to effect language learning in the hearing impaired children.

Standard IV: The program shall require demonstrated competence in understanding the function and dysfunction of the sensorimotor and auditory systems.

Standard V: The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpreting test results for the hearing impaired.

Standard VI: The program shall require demonstrated competence in understanding curriculum and instruction procedures of the hearing impaired as well as normal hearing children.

Standard VII: The program shall require demonstrated competence in understanding speech science and audiology and their relevance to education of the hearing impaired.

Standard VIII: The program shall require demonstrated competence in understanding the anatomy and physiological aspects of the auditory and speech mechanisms and their dysfunctions as they relate to the hearing impaired.

Standard IX: The program shall require demonstrated competence in understanding normal and abnormal language development and the implications for teaching language and reading to the hearing impaired.

Standard X: The program shall require demonstrated competence in understanding the psychological dynamics of the hearing impaired in a hearing society.

Standard XI: The program shall require demonstrated competence in understanding the counseling of parents and family of the hearing impaired.

C. Visually Impaired

Standard I: The program shall require demonstrated competence in understanding the anatomy and physiology of the eye of the visually impaired.

Standard II: The program shall require demonstrated competence in understanding plans of organization and educational approaches to serving the visually impaired and the principles and practices of preparation, selection, adaptation, and effective use of appropriate instructional materials.

Standard III: The program shall require demonstrated competence in adapting the school environments and providing assistance in the development of coping skills for the visually impaired.

Standard IV: The program shall require demonstrated competence in the selection of appropriate assessment instruments, administration of tests, and interpretation of a variety of assessment instruments for the visually impaired.

Standard V: The program shall require demonstrated competence in using appropriate teaching methods applied to the special needs and capabilities of the visually impaired in using tests and interpreting test results for programs.

Standard VI: The program shall require demonstrated competence in understanding the impact of vision loss on the development of the visually impaired.

Standard VII: The program shall require demonstrated competence in understanding the psychological dynamics of visual impairment in a sighted society.

Standard VIII: The program shall require demonstrated competence in pupil and program evaluation, including assessment of instructional sequences and overall program effectiveness of related school programs.

Standard IX: The program shall require demonstrated competence in counseling parents and family of the visually impaired and in providing effective counseling and guidance services.

3.5.15 HEALTH. The following standards pertain to programs for preparing teachers of health.

NOTE: These standards for Health programs become obsolete 6/30/90.

Standard I: The program shall require study of human physiology and anatomy, basic body chemistry, microbiology, genetics, and ecology.

Standard II: The program shall require study of the behavioral and social sciences pertinent to health.

Standard III: The program shall require study of personal health and physical fitness including emotional and mental health; nutrition; and emotional, physical, and social health hazards of substances of abuse.

Standard IV: The program shall require study of communicable, non-communicable, and chronic diseases and of body defenses and immunization.

Standard V: The program shall require study of decision making skills related to consumer selection of health products and professional services.

Standard VI: The program shall require study of community and environmental health.

Standard VII: The program shall require study of the physical and emotional aspects of human sexuality and parenting.

Standard VIII: The program shall require study of safety, first aid, and emergency care.

Standard IX: The program shall require study of common physical and mental exceptionalities.

Standard X: The program shall require study of the development, promotion, implementation, administration, and evaluation of a health education program and cooperative relationships and voluntary, community, and other official health agencies.

3.5.15 HEALTH EDUCATION. The following standards pertain to programs for preparing teachers of health education.

NOTE: These standards for Health Education programs become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of the structure and function of the human body including the principles of human physiology and anatomy, body chemistry, microbiology, genetics, and ecology.

Standard II: The program shall require demonstrated competence in the knowledge of the behavioral and social sciences related to health issues, concepts, attitudes, and practices.

Standard III: The program shall require demonstrated competence in the knowledge of emotional, physical, and mental wellness over the life span.

Standard IV: The program shall require demonstrated competence in the knowledge of physical fitness, nutrition, and the effects of substance abuse on health.

Standard V: The program shall require demonstrated competence in the knowledge of body defenses, immunization, communicable diseases, including acquired immune deficiency syndrome (AIDS), and other sexually transmitted diseases (STDS), noncommunicable, and chronic and degenerative diseases.

Standard VI: The program shall require demonstrated competence in the knowledge of consumer health issues including the health care delivery systems and the selection of health products and professional health services.

Standard VII: The program shall require demonstrated competence in the knowledge of and experiences in school-community health services.

Standard VIII: The program shall require demonstrated competence in the knowledge of human sexuality, teenage pregnancy, and parenting.

Standard IX: The program shall require demonstrated competence in the knowledge of and experiences in safety, cardiopulmonary resuscitation (CPR), first aid, and emergency medical care.

Standard X: The program shall require demonstrated competence in the knowledge of environmental health hazards.

Standard XI: The program shall require demonstrated competence in the knowledge of the organization, administration, and evaluation of a school health program.

3.5.17 HOME ECONOMICS. The following standards pertain to programs for preparing teachers of home economics. (Adopted 6-23-82)

Standard I: The program shall require study of parenthood, of developmental processes of children and family interaction and shall require experiences in observation and involvement with groups of children.

Standard II: The program shall require study of the factors involved in the care and use of clothing instruction and textiles which satisfy the needs of individuals and families.

Standard III: The program shall require study of the importance of making value judgements and decisions about shelter needs, furnishings, and equipment for individuals and families.

Standard IV: The program shall require study of and experience in selecting, planning, preparing, and serving foods according to nutritional, cultural, socio-economic needs of individuals, families, and groups.

Standard V: The program shall require study of consumerism and experience in managing individual and family resources to achieve individual and family goals at the various stages of the life cycle.

Standard VI: The program shall require study of occupational home economics.

Standard VII: The program shall require study of interpersonal relationships, cultural patterns, and community diversity related to individuals, families, and society.

Standard VIII: The program shall require inter-disciplinary study and multi-agency experiences.

3.5.18 INDUSTRIAL ARTS. The following standards pertain to programs for preparing teachers of industrial arts. (Adopted 6/21/84)

Standard I: The program shall provide for an understanding of the foundations, philosophy, principles, and methods of industrial arts used in schools at the elementary, middle, secondary, and/or adult levels. The program shall also provide for the role of industrial arts in relation to vocational education, technical, trade and industrial education, and other components of the general school program.

Standard II: The program shall provide a fundamental knowledge of the historical development of technology and its present and future impact on the individual and society.

Standard III: The program shall provide general technical information and direct experiences which insure basic competencies in the industrial arts areas of communications, construction, manufacturing, electronics/electricity, and transportation/power and with specialization in at least one of the general areas.

Standard IV: The program shall provide knowledge of and skills that will enable students to carry out learning activities that are dependent upon communicating ideas through using techniques to include sketching, designing, drawing, and electronic computing.

Standard V: The program shall provide an understanding, and opportunity to experiment with, the principles of design and the structures of the design process.

Standard VI: The program shall provide knowledge and understanding of the technology involved in the industrial uses of energy, including its theory, applications, control, and conservation.

Standard VII: The program shall provide opportunities to design, construct, and test individual projects using tools and materials similar to those used by industry.

Standard VIII: The program shall provide instruction in the management of industrial arts programs including budget practices, shop organization, tool maintenance, materials acquisition, record-keeping, facility planning, and safety.

Standard IX: The program shall provide opportunities to design and implement learning activities which make students aware of industrial oriented career opportunities and assist them in making sound occupational and professional choices.

Standard X: The program shall require studies and experiences which develop in the students competency in mathematics and science, and technical competency to include the use of computers.

3.5.20 LIBRARY MEDIA. The following standards pertain to programs for preparing library media professionals. (Adopted 6/20/85)

Standard I: The program shall require demonstrated competence in teaching library media skills to students.

Standard II: The program shall require demonstrated competence in the identification of staff needs in the use of media and terminology for effective instruction.

Standard III: The program shall require demonstrated competence in assisting teachers to integrate media concepts and materials into the curriculum.

Standard IV: The program shall require demonstrated competence in evaluating school library media services, collections, facilities, and personnel.

Standard V: The program shall require demonstrated competence in using media to input and retrieve information from resources, including bibliographic, electronic data bases, video, and community.

Standard VI: The program shall require demonstrated competence in developing a written selection policy which includes recognized sources and procedures for evaluating and selecting materials and equipment.

Standard VII: The program shall require demonstrated competence in the production of media to meet learning objectives.

Standard VIII: The program shall require demonstrated competence in organizing, classifying, and cataloging materials.

Standard IX: The program shall require demonstrated competence in the knowledge of children's and young adult literature and its relationship to a student's interest and reading ability.

Standard X: The program shall require demonstrated competence in administration, leadership, supervision, and, management of a school library media center.

Standard XI: The program shall require demonstrated competence in planning and implementing activities designed to build community support for school reading programs and to increase awareness of the relationship between home and school in developing successful, lifelong reading habits in children.

3.5.21 MATHEMATICS. The following standards pertain to programs for preparing teachers of mathematics. (Adopted 2/14/87)

Standard I: The program shall require demonstrated competence in understanding the basic concepts of algebra, elementary and trigonometric functions, Euclidean and non-Euclidean geometry, analytic geometry and calculus, probability, statistics, and modern linear and abstract algebra.

Standard II: The program shall require demonstrated competence in understanding standard mathematics vocabulary and symbols and of the logical principles used in mathematical proofs.

Standard III: The program shall require demonstrated competence in understanding number concepts and computational algorithms, including estimation and approximation, and in using appropriate models and manipulatives.

Standard IV: The program shall require demonstrated competence in understanding the intellectual, historical, and philosophical nature of mathematics, methods of applying mathematical principles to other disciplines, and the relationship of mathematics to social conditions through technology.

Standard V: The program shall require demonstrated competence in the selection and creation of appropriate mathematical models to solve applied problems.

Standard VI: The program shall require demonstrated competence in identifying, developing and solving problems involving the application of mathematical concepts, principles, and problem-solving strategies.

Standard VII: The program shall require demonstrated competence in using calculators and computers in mathematical applications and problem-solving.

Standard VIII: The program shall require demonstrated competence in using an appropriate computer language to write programs.

3.5.23 MUSIC. The following standards pertain to programs for preparing teachers of music at any age/grade level K through 12. The general and specialized standards pertain to programs that prepare teachers of both vocal/choral and instrumental music. The specialized standards pertain to programs that prepare teachers of either (a) vocal/choral or (b) instrumental music. (Adopted 6/19/86)

GENERAL STANDARDS

Standard I: The program shall require demonstrated competence in knowledge of the common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, form, and their interaction--and the ability to analyze music both aurally and visually in relation to these elements.

Standard II: The program shall require demonstrated competence in conducting, score reading, and rehearsal techniques.

Standard III: The program shall require demonstrated competence at an advanced level in one applied musical area to assure accurate and musically expressive performance.

Standard IV: The program shall require demonstrated competence in a variety of large and small ensembles.

Standard V: The program shall require demonstrated competence in the knowledge of music history and literature and the relationship of music to the other arts with emphasis on historical and stylistic perspectives.

Standard VI: The program shall require demonstrated competence in evaluating musical works and performances.

Specialized Standards: A. Vocal/Choral Programs

Standard I: The program shall require demonstrated competence in the knowledge of vocal/choral problems and strategies and vocal skills to assure effective use of the voice in demonstrating vocal technique.

Standard II: The program shall require demonstrated competence on piano for demonstration, accompaniment, and improvisation.

Standard III: The program shall require demonstrated competence in the knowledge of wind, string, and percussion instruments to enhance the ability to conduct instrumental as well as choral ensembles.

Specialized Standards: B. Instrumental Music Programs

Standard I: The program shall require demonstrated competence in performing on wind, string, and percussion instruments.

Standard II: The program shall require demonstrated competence on piano, guitar, or other appropriate fretted instrument for demonstration, accompaniment, and improvisation.

Standard III: The program shall require demonstrated competence in the knowledge of vocal/choral music.

3.5.24 PHYSICAL EDUCATION. The following standards pertain to programs for preparing teachers of physical education.

NOTE: These standards for Physical Education programs become obsolete 6/30/90.

Standard I: The program shall require study of the biological sciences pertaining to the structure and function of the human body including the principles of human movement.

Standard II: The program shall require study of the behavioral and social sciences related to physical education.

Standard III: The program shall require study designed to develop the skills and the capability to teach students in a wide variety of activities; e.g., perceptual motor learning; fundamental motor skills; lifetime and team sports; movement, rhythms,and dance; aquatics; and outdoor recreational activities.

Standard IV: The program shall require study of and experiences in organizing, planning, implementing, administering, and evaluating a total program of physical education, including intramural, recreational, and interscholastic activities.

Standard V: The program shall require study and experience pertaining to selection, purchase, care, and maintenance of facilities, equipment, and supplies.

Standard VI: The program shall require study of injury prevention, safety procedures, first aid, physical training methods, and legal considerations.

Standard VII: The program shall require study of the common areas of exceptionality, the state and federal laws dealing with education of the handicapped, and techniques for teaching those handicapped children who may be placed appropriately in regular physical education classes. Such study should also relate to the problems of students who, although not legally classified as handicapped, are unable to succeed in regular physical education classes.

3.5.24 PHYSICAL EDUCATION. The following standards pertain to programs for preparing teachers of physical education.

NOTE: These standards for Physical Education programs become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of the biological sciences, including physiological, anatomical, and mechanical principles pertaining to the structure and function of the human body.

Standard II: The program shall require demonstrated competence in the knowledge of and experiences in motor development and function of the body in exercise and movement.

Standard III: The program shall require demonstrated competence in the knowledge of and experiences in the development of performance skills in a variety of physical activities.

Standard IV: The program shall require demonstrated competence in the knowledge of and experiences related to conditioning, exercise, and health-related fitness.

Standard V: The program shall require demonstrated competence in the knowledge of safety precautions, injury prevention, water safety, and legal issues.

Standard VI: The program shall require basic certification in first aid and cardiopulmonary resuscitation (CPR).

Standard VII: The program shall require demonstrated competence in adapting physical education activities for handicapped learners.

Standard VIII: The program shall require demonstrated competence in the knowledge of and experiences in organizing, planning, implementing, administering, and evaluating a total school program of physical education.

3.5.24a PSYCHOLOGY . The following standards pertain to programs for preparing teachers of psychology. (Adopted 6/11/87)

Standard I: The program shall require demonstrated competence in the knowledge of the history and basic principles of psychology including major systems and issues.

Standard II: The program shall require demonstrated competence in the knowledge of methods of scientific inquiry, including statistics, measurement, and experimental design.

Standard III: The program shall require demonstrated competence in the knowledge of the physiological foundations of behavior with an emphasis on the central nervous system, endocrine system, sensory system, and genetics.

Standard IV: The program shall require demonstrated competence in the knowledge of theories of personality and affective foundations of behavior.

Standard V: The program shall require demonstrated competence in the knowledge of the cognitive foundations of behavior, including perception, learning, conditioning, memory, thinking, and language.

Standard VI: The program shall require demonstrated competence in the knowledge of the social bases of behavior, including individual and group dynamics, attitude and opinion change, prejudice, and sex bias.

Standard VII: The program shall require demonstrated competence in the knowledge and application of psychological principles to life span development from pre-natal through adulthood.

Standard VIII: The program shall require demonstrated competence in the knowledge of the concepts of normal and deviant behavior and therapeutic models.

3.5.26 SCIENCE. The following standards pertain to all programs for preparing teachers of science.

NOTE: These standards for Science programs become obsolete 6/30/90.

The curriculum for the preparation of science teachers should be designed to include an understanding of the phenomena of all scientific fields and scientific methods and the interrelationships among the sciences as they affect the individual's thinking, life, and universe.

The science program as carried out in the various states typically follows one of two patterns. (1) the subject-major pattern emphasizing one science, supplemented by work in other science areas; or (2) the comprehensive major pattern, embracing a balanced study among the sciences which prepares the individual to teach in any of the science areas offered in the public school curriculum. The curriculum leading to a certificate in a discrete subject (biology, chemistry, physics or combination of discrete subjects--earth and space science, general science, physical science) must meet the appropriate section of Standard I and also Standards III to IX. The curriculum leading to comprehensive science certification must meet Standards II to IX.

Standard I: The program shall require:

A. **Biology**. (1) Laboratory and field experiences using living materials; (2) competence in identifying biological phenomena as they appear in micro-organisms, plants and animals that range from subcellular through organ-system levels of morphological sophistication; (3) competence in describing the characteristics of living organisms and their relationship with their physical and biotic environments; (4) study of areas related to the biological sciences including chemistry and environmental science.

B. **Chemistry**. (1) Systematic and quantitative study of the fundamental principles of chemistry, interrelated and illustrated with descriptive and historical material; and (2) study of organic, inorganic, analytical, physical chemistry, biochemistry, and instrumentation.

C. **Earth and Space Science**. (1) Study of the interdisciplinary nature of the earth-space science; (2) study of the interrelationships of earth-space science to humans and the natural environment; (3) specialization in one of the earth-space science: astronomy, geology, meteorology, or oceanography, with support in at least two of the remaining areas; (4) preparation in mathematics and the biological and physical sciences.

D. **General Science**. Study of the basic principles of science including study equivalent to the introductory sequence for science majors in each of the fields of biology, chemistry, physics, and earth and space science.

E. **Physical Science**. (1) Study of chemistry and physics beyond the introductory sequence for science majors in each field; and (2) some study in at least two of the following disciplines: astronomy, geology, meteorology, and oceanography.

F. **Physics**. (1) Systematic and quantitative study of physics including modern physics; (2) study of basic laws of physics and their application upon the various areas of physics and modern technology; (3) study of chemistry and at least one other field of natural science.

Standard II: The program shall require study and experiences balanced among biology, chemistry, physics, earth-space science, beyond the introductory sequence for science majors in each discipline.

Standard III: The program shall require demonstrated competence in using the processes of science common to all scientific fields, including experiences in investigating scientific phenomena, interpreting the findings, and communicating them to others.

Standard IV: The program shall require knowledge of the history and philosophy of science and interrelationships among the sciences.

Standard V: The program shall require study of the ethical, human, and environmental implications of the various disciplines of science.

Standard VI: The program shall require study in mathematics, statistics, and the use of computers.

Standard VII: The program shall require study in laboratory/experiment management, laboratory and field activities, and demonstrations.

Standard VIII: The program shall require experiences designed to develop the ability to identify, establish, and maintain the highest levels of health and safety procedures and conditions in classrooms, stockrooms, laboratories, and other areas related to instruction in science. Special attention shall be given to proper disposal of waste materials.

Standard IX: The program shall require the study of technological innovation and the impact of technology on the quality of life.

3.5.26.1 BIOLOGY. The following standards pertain to programs for preparing teachers of biology.

NOTE: These standards for Biology programs become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field experiences using diversity of living materials and identifying and describing biological phenomena as they appear in the world of living organisms.

Standard II: The program shall require demonstrated competence in the knowledge of chemistry and environmental science.

Standard III: The program shall require demonstrated competence in the knowledge of and experiences in investigating scientific phenomena, interpreting the findings, and communicating them to others.

Standard IV: The program shall require demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences.

Standard V: The program shall require demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of biology.

Standard VI: The program shall require demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation.

Standard VII: The program shall require demonstrated competence in the knowledge of health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment.

3.5.26.2 CHEMISTRY. The following standards pertain to programs for preparing teachers of chemistry.

NOTE: These standards for Chemistry programs become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of fundamental principles of chemistry.

Standard II: The program shall require demonstrated competence in the knowledge of organic, inorganic, and analytical chemistry; physical chemistry; and biochemistry.

Standard III: The program shall require demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field activities, in investigating scientific phenomena, interpreting the findings, and communicating them to others.

Standard IV: The program shall require demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences.

Standard V: The program shall require demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of chemistry.

Standard VI: The program shall require demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation.

Standard VII: The program shall require demonstrated competence in the knowledge of laboratory management including health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment.

3.5.26.4 GENERAL SCIENCE. The following standards pertain to programs for preparing teachers of general science.

NOTE: These standards for General Science programs become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of the basic principles of science including study of biology, chemistry, physics, and earth and space science beyond the introductory level.

Standard II: The program shall require demonstrated competence in the knowledge of and experience in investigating scientific phenomena, interpreting the findings, and communicating them to others.

Standard III: The program shall require demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences.

Standard IV: The program shall require demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of the various disciplines of science.

Standard V: The program shall require demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation.

Standard VI: The program shall require demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field activities.

Standard VII: The program shall require demonstrated competence in the knowledge of health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment.

3.5.26.6 PHYSICS. The following standards pertain to programs for preparing teachers of physics.

NOTE: These standards for Physics programs become effective 7/1/90.

Standard I: The program shall require demonstrated competence in the knowledge of physics beyond the introductory level and the application of physics to the various fields of science and technology.

Standard II: The program shall require demonstrated competence in the knowledge of two of the following: chemistry, another field of natural science, or mathematics.

Standard III: The program shall require demonstrated competence in the knowledge of and experience in investigating scientific phenomena, interpreting the findings, and communicating them to others.

Standard IV: The program shall require demonstrated competence in the knowledge of the history and philosophy of science and the interrelationships among the sciences.

Standard V: The program shall require demonstrated competence in the knowledge of the ethical, human, technological, and environmental implications of physics.

Standard VI: The program shall require demonstrated competence in the knowledge of and experience in the application of mathematical concepts, statistical concepts, and the use of computers in scientific investigation.

Standard VII: The program shall require demonstrated competence in the knowledge of and experience in conducting laboratory demonstrations and field activities.

Standard VIII: The program shall require demonstrated competence in the knowledge of health and safety procedures, proper disposal of waste materials, and proper care of instruments and laboratory equipment.

3.5.27 SOCIAL STUDIES. The following standards pertain to programs for preparing teachers of social studies. (Adopted 6/21/84)

The curriculum for the preparation of social studies teachers has as its general objective the attainment of a broad understanding of human society and the environmental, cultural, social, and economic factors which shape and condition human life. Insight into the complexities of modern society requires knowledge and understanding of the various disciplines of the social studies.

The social studies program as carried out in the different states usually follows one of two patterns. It may follow the subject-major pattern emphasizing one or more areas of the social studies, supplemented by work in cognate areas. This prepares the student to teach the specified subjects in accordance with the limitation of the program completed. Or, the program may follow the comprehensive-major pattern, embracing a broad base of social studies including history, sociology, and cultural anthropology, government, economics, and geography with a concentration in one field. This prepares the student to teach in any of the social studies offered in the public school curriculum. Curricula leading to a certificate in a discrete subject (history, political science, et al.) must meet the appropriate section of Standard I and also Standards II through V.

Standard I: The program shall include educational experiences in the social studies:

A. **History:** Origin and historical development of various cultures throughout the world; interplay of physical, economic, political, psychological, and social forces in the shaping of world civilization; meaning of the American heritage; and the economic, political, and social background of contemporary American life in a world setting.

B. **Political Science:** Nature of government in modern society, the embodiment of values, and the arbiter of interest, conflict, principles, and practices of the national, state, and local units of American government as compared with other forms of government; an understanding of democracy not only as a form of government, but as a philosophy based on moral principles and values.

C. **Economics:** Principles and processes underlying current problems and practices in various economic systems; application of social controls to economics and the use of economic controls by government.

D. **Cultural Anthropology and Sociology:** Diverse behavior of peoples in different parts of the world and the influence of environmental factors on their cultural values; nature of great social upheavals now taking place in various parts of the world society such as those relating to minority groups, physical and mental health and medical care, employment, and industrial relations, crime, and delinquency.

E. **Geography:** The earth's natural resources as a limiting and conditioning influence upon the development of human culture and as a source of political and economic power; more efficient use of natural resources on a global scale; the understanding of the influence of spatial relationships on society.

Standard II: The program shall provide for coordination and reciprocal reinforcement among the various disciplines of the social studies.

Standard III: The program shall include the structure, key concepts, methodology, and generalizations in the various disciplines of the social studies.

Standard IV: The program shall include content and experiences which provide a knowledge and understanding of the contributions and roles of women and the different racial, ethnic, and religious groups with a given pluralistic society.

Standard V: The program shall provide for an appreciation and understanding of the study of current affairs including controversial issues.

3.5.28a THEATER. The following standards pertain to programs for preparing teachers of drama. (Adopted 7/1/89)

Standard I: The program shall require demonstrated competence in the knowledge of theater as a social and aesthetic experience.

Standard II: The program shall require demonstrated competence in the knowledge of the history of the theater and of representative plays.

Standard III: The program shall require demonstrated competence in the knowledge of and experience in directing, to include script analysis, blocking, and casting.

Standard IV: The program shall require demonstrated competence in the knowledge of and experience in basic acting skills and techniques.

Standard V: The program shall require demonstrated competence in the knowledge of and experience in theatrical production including creation and uses of scenery, lights, make-up, sound properties, costume, and special effects.

Standard VI: The program shall require demonstrated competence in the knowledge of evaluating productions.

Standard VII: The program shall require demonstrated competence in the knowledge of the function of theater in school and society, including legal and ethical issues.

Standard VIII: The program shall require demonstrated competence in the knowledge of promoting and publicizing an activity or production.

CURRICULUM PRINCIPLES AND PATTERNS: ADVANCED PROGRAMS

Information regarding the organization and administration of graduate programs is to be submitted as a part of the standards in Chapter II, Organization and Administration of Undergraduate and Graduate Programs to Prepare Educational Personnel. Chapter IV reflects the curricular requirements that support graduate programs for the preparation of specialized educational personnel. Standards regarding breadth and depth of the program, scholarship, practicum, and research, are included in this chapter. (Adopted 6/11/87)

4.1 CURRICULUM DEVELOPMENT, PLANNING, AND PATTERNS FOR ADVANCED PROGRAMS. Responses to this section should be made for each program.

Standard I: The institution shall establish a procedure for communicating information between administrators, faculty, and students within and across program units. The institution shall define the roles and responsibilities of appropriate personnel for all pertinent aspects of the program including advisement, planning, and supervision of the student's program of study.

Standard II: The process of curriculum development for the individual programs shall include advisory and/or policy groups. These groups shall include faculty within the institution with responsibilities in fields of specialization, state education agency personnel, appropriate practicing professionals, and students.

Standard III: The process of curriculum planning and development shall include program objectives to assure an integrated system of preparation in which each component of the program functions in relation to the other components. There shall be a conceptual framework for the planning, development, implementation, and evaluation of the program and its components.

Standard IV: The program shall be based upon identified role expectations and desired outcomes for the specialization based upon research and the professional literature.

Standard V: The program shall require student research in the specialty area which contributes to the knowledge base or applies research to professional practice.

Standard VI: The program shall require experiences to develop knowledge, skills, and attitudes in the student which will promote constructive interaction among people of differing economic, social, racial, ethnic, and religious backgrounds, and people with handicapping conditions.

Standard VII: The program shall have a logical sequence of study.

Standard VIII: The program shall require students to meet stated program objectives within a predetermined time line.

Standard IX: The program shall require advanced-level content in specialty and support areas.

Standard X: The program shall require clinical and intern experiences in order to apply theories, skills, and modes of inquiry to practice in the area of specialization.

Standard XI: The program shall require systematic supervision and evaluation of clinical and intern experiences.

Standard XII: The program shall require that a single administrative unit within the institution shall be responsible for verifying that students have successfully completed the approved program.

4.3 SPECIAL PROGRAMS FOR SUPERVISORY AND ADMINISTRATIVE SPECIALIZATIONS.
The following standards pertain to advanced programs for preparing supervisors of instruction, principals, and school superintendents. General Standards applicable to all three programs are followed by specific standards for each area of specialization. (Revised 6/19/86)

Standard I: The program shall require demonstrated competence in understanding of the role of the school in society, including emphasis on the need to focus the resources of the school and school system on recognized and emerging social concerns.

Standard II: The program shall require demonstrated competence in understanding learning theory and its application to improving the teaching/learning process.

Standard III: The program shall require demonstrated competence in curriculum planning, development, evaluation, and improvement.

Standard IV: The program shall require demonstrated competence in group dynamics and interpersonal relationship skills, conflict management, and change strategies.

Standard V: The program shall require demonstrated competence in understanding the rights, responsibilities, and ethics inherent in professional service.

Standard VI: The program shall require demonstrated competence in knowledge of school-community relations.

Standard VII: The program shall require demonstrated competence in the application of research and development for the improvement of school programs and school administration.

Standard VIII: The program shall require demonstrated competence in developing programs for students with special needs.

Standard IX: The program shall require demonstrated competence in school organization, climate, and leadership.

SPECIFIC STANDARDS

4.3.1 SUPERVISORS.

Standard I: The program shall require demonstrated competence in instructional supervision, including classroom observation, evaluation, and conference skills.

Standard II: The program shall require demonstrated competence in conceptualizing the interrelationship of the various disciplines required for curricular improvements.

4.3.2 SCHOOL PRINCIPALS.

Standard I: The program shall require demonstrated competence in administration and financial management.

Standard II: The program shall require demonstrated competence in instructional supervision, including classroom observation, evaluation, and conference skills.

Standard III: The program shall require demonstrated competence in the knowledge of school laws.

Standard IV: The program shall require demonstrated competence in the management and use of information systems.

Standard V: The program shall require demonstrated competence in human relations necessary for effective selection, evaluation, and continuing professional development of personnel.

4.3.3. SCHOOL SUPERINTENDENTS.

Standard I: The program shall require demonstrated competence in the development and administration of educational programs, funds and facilities, personnel, and staff development.

Standard II: The program shall require demonstrated competence in understanding administrative processes including discovering, diagnosing, goal setting, planning, problem-solving, establishing priorities, organizing, delegating, communicating, and evaluating.

Standard III: The program shall require demonstrated competence in human relations for effective selection, supervision, evaluation, and continuing professional development of school personnel.

Standard IV: The program shall require demonstrated competence in school board relationships, school law, negotiations, public relations, and the politics of education.

Standard V: The program shall require demonstrated competence in school finance and management.

Standard VI: The program shall require demonstrated competence in understanding the related social and behavioral sciences.

Standard VII: The program shall require demonstrated competence in the management and use of information systems.

4.4 SPECIFIC PROGRAMS FOR SERVICE SPECIALIZATIONS. The following standards pertain to advanced programs for preparing school counselors, school psychologists, school social workers, and other educational specialists. (Adopted 2/20/79)

4.4.1 SCHOOL COUNSELORS. The following standards pertain to advanced programs for preparing school counselors at all levels. (Revised 6/19/86)

Standard I: The program shall require demonstrated competence in the knowledge of the philosophy, organization, counseling theory, and professional activities related to the practice of school counseling.

Standard II: The program shall require demonstrated competence in understanding the organization, administration, and evaluation of a school counselor program.

Standard III: The program shall require demonstrated competence in the knowledge of human development theory and research, particularly the stages from pre-school to early adulthood that relate to the educational, social, psychological, physical, and emotional growth of students.

Standard IV: The program shall require demonstrated competence in the knowledge of referral agencies and other services outside the school setting.

Standard V: The program shall require demonstrated competence in the knowledge of the nature, needs, and problems of learners, including exceptional students and those with special needs.

Standard VI: The program shall require demonstrated competence in the knowledge of social and cultural issues including family/parent education; human sexuality; child abuse; substance abuse; sex-equity; and socio-economic, ethnic, and racial groups.

Standard VII: The program shall require demonstrated competence in assessing and interpreting learner aptitude, interest, and achievement.

Standard VIII: The program shall require demonstrated competence in career counseling, including career development theory, assessment and decision-making techniques, and use of resources.

Standard IX: The program shall require demonstrated competence in the knowledge of career guidance as it relates to college, vocational/technical schools, and entry into the work force.

Standard X: The program shall require demonstrated competence in the knowledge of legal and ethical issues of counseling.

Standard XI: The program shall require demonstrated competence in individual and group counseling, including the design and implementation of preventative and developmental strategies and services.

Standard XII: The program shall require demonstrated competence in consulting with parents, students, professional personnel relative to the assessment of a student's academic, social, cognitive, and physical functioning, and the subsequent planning, development, and implementation of the student's program.

Standard XIII: The program shall require demonstrated competence in the knowledge of computer-assisted guidance programs.

4.4.2 SCHOOL PSYCHOLOGISTS. The following standards pertain to advanced programs for preparing school psychologists K-12. (Revised 6/19/86)

Standard I: The program shall require demonstrated competence in the knowledge of the organization, administration, and operation of schools, the major roles of personnel employed in schools, and curriculum development.

Standard II: The program shall require demonstrated competence in psychological and psycho-educational assessments and intervention, including all areas of exceptionality.

Standard III: The program shall require demonstrated competence in individual and group intervention and remediation techniques, including consulting, behavior management, counseling, and primary prevention.

Standard IV: The program shall require demonstrated competence in the knowledge of ethical and legal issues related to the work of school psychologists.

Standard V: The program shall require demonstrated competence in interpersonal relations, communications and consultation with students, parents, and professional personnel.

Standard VI: The program shall require demonstrated competence in the knowledge of community-school relations and multicultural education programs and assessment.

Standard VII: The program shall require demonstrated competence in the knowledge of tests and measurement, and affective and cognitive processes.

Standard VIII: The program shall require demonstrated competence in the knowledge of personality, developmental psychology, behavior theory, and abnormal behavior.

4.4.4 **SPEECH-LANGUAGE PATHOLOGISTS**. The following standards pertain to programs for preparing speech-language pathologists. (Revised/Adopted 6/20/85)

Standard I: The program shall require demonstrated competence in understanding the anatomy and physiology of the speech, language, and hearing mechanism.

Standard II: The program shall require study designed to develop understanding of the methods of organizing speech and language screening and intervention programs and the criteria applied in the development and evaluation of the programs.

Standard III: The program shall require study designed to develop understanding of causative and maintaining factors of communication disorders.

Standard IV: The program shall require study designed to develop competence in the use of a variety of standardized procedures of administering, scoring, and appropriately analyzing evaluation data to diagnose communication disorders across all student populations and age groups.

Standard V: The program shall require study designed to develop understanding of factors which contribute to the effectiveness of the speech, language, and hearing program, including philosophy, organizational structure, personnel, materials, diagnostic, therapeutic, and evaluative strategies.

Standard VI: The program shall require study designed to develop competence in implementing a speech and language stimulation program.

Standard VII: The program shall require study designed to develop competence in the understanding of normal and abnormal language development and linguistic structure, semantics, and phonology.

Standard VIII: The program shall require study designed to develop understanding of available resources, programs, personnel, and facilities within school districts, community, state, and nation which are: instructional, therapeutic, evaluative, consultative, medical, educational, and/or research oriented.

Standard IX: The program shall require study designed to develop competence in the appropriate use of case files and school records of students referred and those previously enrolled in speech and language programs.

Standard X: The program shall require study designed to develop competence in the understanding and use of the kinds of equipment and materials used with students in speech and language programs.

Standard XI: The program shall require study designed to develop understanding of appropriate criteria for case selection, procedures for the identification of cases, and for program evaluation.

Standard XII: The program shall require demonstrated competence in communicating with parents, students, and other professionals relative to the assessment, development, and implementation of a student's speech and language program.

Standard XIII: The program shall require study designed to develop competence in identifying, assessing, remediating, and evaluating programs for articulation, fluency, voice, hearing, and language disorders (phonology, morphology, syntax, semantics, pragmatics).

Standard XIV: The program shall require study designed to develop competence of a speech-language pathologist to serve as a consultant to regular educators and/or other agency staff.

Standard XV: The program shall require demonstrated competence in understanding and using appropriate individual and group classroom management procedures.

4.4.6.1 READING SPECIALISTS. The following standards pertain to advanced college programs for the preparation of reading specialists. (Revised/Adopted 6/20/85)

Standard I: The program shall require demonstrated competence in the design, development, implementation, and evaluation of developmental, remedial, and enrichment reading programs and their interrelationship with the other language arts.

Standard II: The program shall require demonstrated competence in knowledge of the principles of human growth and development and the importance of language development for reading instruction.

Standard III: The program shall require demonstrated competence in knowledge of the research and practices in the area of reading instruction which complement and supplement reading instruction of the regular classroom teacher.

Standard IV: The program shall require demonstrated competence in the diagnosis of students' reading strengths and weaknesses, using formal and informal assessment methodologies.

Standard V: The program shall require demonstrated competence in prescribing instructional programs and activities for individual students and small/large groups, using time, materials, strategies, learning styles, developmental levels, and interests appropriate to students' needs. Such activities shall be based upon the analysis and interpretation of diagnostic data.

Standard VI: The program shall require demonstrated competence in communicating the results of diagnosis and instruction to students, parents, teachers, and other educators.

Standard VII: The program shall require demonstrated competence in working collaboratively with content area teachers to strengthen students' reading abilities through content area instruction.

Standard VIII: The program shall require demonstrated competence in coordinating school level instructional activities between and among teachers at various grade levels and serving as a resource to ensure that a comprehensive reading program is provided for all students.

Standard IX: The program shall require demonstrated competence in planning and implementing activities designed to build community support for school reading programs and to increase awareness of the relationship between home and school in developing successful, lifelong reading habits in children.

INNOVATIVE AND EXPERIMENTAL PROGRAMS

The standards contained in this chapter have been prepared to emphasize the importance which the National Association of State Directors of Teacher Education and Certification places on the continuous development of new programs for the preparation of school personnel. The association unequivocally supports the position that innovative and experimental programs of teacher education must be encouraged. However, it does not support the ideas that innovative and experimental programs that are ill-conceived, poorly designed, weakly administered, or grossly lacking in evaluative criteria should receive the approval of any state education agency. Consequently, the standards which follow have been designed to create an awareness on the parts of both the program developers and the accrediting agencies of the concerns which must be considered in the development, approval, and implementation of innovative and experimental programs.

5.1 TYPES OF PROGRAMS All types of programs may be considered under the rubric of "innovative and experimental programs." Some examples are:

5.1.1 New Approaches. Programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

5.1.2 New Positions. Programs designed to prepare school personnel for new types of positions that are emerging on the education scene.

5.1.3 Special Needs. Programs designed to meet the special needs of particular segments of our society such as:

A. urban education
B. correctional education
C. bilingual education
D. education of socio-economically disadvantaged, rural and urban
E. minority group education
F. adult education

5.1.4 Specific Curricular Areas. Programs designed for specific curricular areas for which recognized standards have not been developed such as:

A. career education
B. environmental education
C. drug abuse education
D. aerospace education

5.2 Standards

Standard I. A clear statement justifying the request for the approval of an experimental or innovative program shall be provided, and it shall include the assumptions, rationale, and objectives on which the proposed program is based.

Standard II. Each program shall be based upon a statement of the purpose and objectives of teaching in this area of the public school curriculum and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall be prepared cooperatively by the agencies concerned with teacher education, shall be based on analyses of current practices and trends in this field of the public school curriculum, and shall be available in writing.

Standard III. Each program shall include a clearly formulated statement of the competencies needed by teachers in this area of the public school curriculum. These competencies shall include the required attitudes, knowledges, understandings, and skills and also the degree of expertise necessary for the beginning teacher. This statement of competencies shall be available in writing, and shall be based upon the statement developed in the preceding standards regarding the objectives and program of the school.

Standard IV. The administrative structure of the program shall be such that responsibility for the program is vested in the preparing institution. Institutions which accept responsibility for the education of teachers shall establish and designate the appropriate division, school, college, or department within the institution to act within the framework of general institutional policies on all matters relating to such programs.

Standard V. The experimental program shall include a description of the process by which the personnel will be prepared, provision for keeping records of the students' progress in the program, and arrangements for systematic reviews of the process at stated intervals by both institution and the state education agency.

Standard VI. The program shall be supported by identified human and physical resources. The continuing availability of the resources shall be assured for the duration of the program. Any resources not under the control of the teacher education institution shall be outlined and confirmed by the controlling agency.

Standard VII. The innovative-experimental program shall include a timetable which sets forth the starting and terminal dates. This should include:

A. the sequence of activities that will occur

B. the anticipated schedule of evaluative check points

C. the identification of competencies or other changes at selected intervals in the program

The timetable shall give the approximate dates on which periodic program reports are to be submitted to the appropriate institutional officials and to the state education agency.

Standard VIII. The experimental program shall provide for continuing evaluation with definite provisions for performance criteria and for follow-up at specified intervals. The evaluation plan shall include definition and specification of the kinds of evidence that will be gathered and reported. Evaluation shall provide information to identify areas in the program that need strengthening and to suggest new directions for program development.